DOCUMENT RESUME

ED 201 143 EC 132 570

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TITLE	Model Development for A University-Based Learning Disability Clinic.
INSTITUTION	Auburn Univ., Montgomery, Ala. Southeast Regional Resource Center.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE	[80]
CONTRACT	300-78-0017
NOTE	319p.
EDRS PRICE	MF01/PC13 Plus Postage.
DESCRIPTORS	Case Studies; *Clinical Diagnosis; *Computer Managed Instruction; Definitions; Elementary Secondary Education; *Individualized Education Programs; *Learning Disabilities; *Models; Records (Forms); Regional Programs; Student Evaluation; Testing; Theories

ABSTRACT

The report presents a model for appraisal and individualized educational programing for learning disabled children at the School of Education, Auburn University, Alabama. Descriptions by clinic staff of visitations to exemplary models and a summary of a regional conference on learning disabilities introduce the report. The clinic model is explained in terms of a definition of learning disability, theory (modified to be compatible for computer usage), and application (including three detailed case studies). Thirty-seven abilities were isolated and a battery of tests identified to provide multiple measures of each process area. Results were incorporated in a computer program designed to generate a profile of each student's strengths and weaknesses and to indicate conflicted test results. The case studies include a detailed summary of test results (in computer printout form) and a narrative profile which discusses the following areas: strengths, weaknesses, learning style, program implementation, recommendations for parents, and recommendations for school. The major portion of the document consists of 31 appendixes such as: a listing of advisory board members and duties, flow charts, parent letters, testing schedule, student intake form, and state definitions and placement procedures. (DB)

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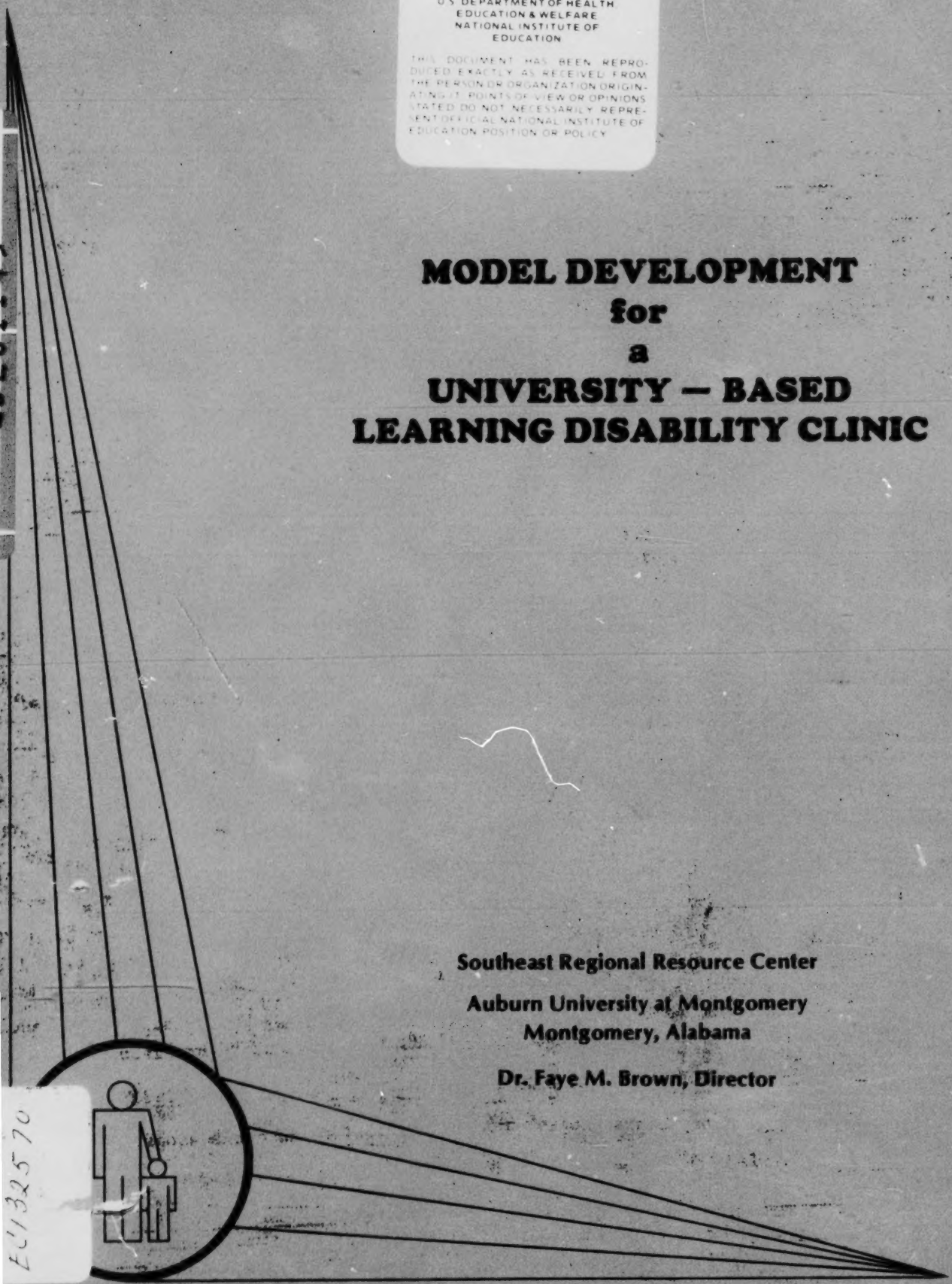
MODEL DEVELOPMENT for a UNIVERSITY – BASED LEARNING DISABILITY CLINIC



Southeast Regional Resource Center

Auburn University at Montgomery
Montgomery, Alabama

Dr. Faye M. Brown, Director

EC132570

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This document was developed pursuant to contracts with the Office of Education, Department of Health, Education and Welfare, Bureau of Education for the Handicapped, Contract No. OEC 300-78-0017. The opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

ACKNOWLEDGEMENTS

This document is the result of efforts made by numerous people who were collectively involved in the diagnostic prescriptive evaluation of children with suspected learning disabilities. The end result of this year-long venture was the development of a model for a university-based learning disability clinic.

Special gratitude is extended to :

State Directors of Special Education
Members of Advisory Board (See Appendix I)
Director and Members of SERRC Staff
Auburn University at Montgomery, Schools of Education, Business and Science

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A special thanks to:

The children and parents who participated in the model development program.

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INTRODUCTION

In August, 1979, the six southeastern states (Alabama, Mississippi, Georgia, Florida, South Carolina, Louisiana), the Commonwealth of Puerto Rico, and the territory of the Virgin Islands, making up the Southeast Regional Resource Center, addressed a distinct need by developing and implementing a regional clinic for learning disabled children in collaboration with the School of Education, Auburn University, Montgomery, Alabama. The clinic was to be located at Auburn University, Montgomery, Alabama. The primary services offered by the clinic were appraisal and educational programming for learning disabled children in support of IEP development. Three major goals were identified for this model:

1. To develop and disseminate a practical, comprehensive appraisal and educational programming model in support of IEP development for Learning Disabled youngsters.

2. To demonstrate the appraisal and educational program planning model in support of IEP development for Learning Disabled youngsters.

3. To provide training in the area of Learning Disabilities for selected state personnel that focuses on appraisal and IEP development.

As conceptualization of the model began, an agreement was reached by all concerned to define a Specific Learning Disability. The definition agreed upon was as follows: A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunctions, dyslexia, and developmental aphasia. The term does not include children

who have learning problems which are primarily the result of visual, hearing, or motor handicaps, mental retardation, or environmental, cultural or economic disadvantages. (Federal Register, p. 42478)

An important part of the Learning Disability model was the establishment of its advisory board, which occurred in September of 1979. Specifically, the advisory board's functions were to assist in the planning and development of the model, and to act in an advisory capacity for the development of policies and procedures for the RRC/Learning Disability model. Members of the advisory board included special education coordinators from a three-county service area, physicians, a learning disability teacher, a parent of a learning disabled child, representatives from institutions of higher education, and a representative from the Alabama State Department of Education, Program for Exceptional Children and Youth (see Appendix I).

As a first order of business, the advisory board suggested that clinic staff members visit established models of Learning Disability clinics in various parts of the country. The clinics selected for visitation were: 1) Massachusetts General Hospital, Learning Disorders Unit, Boston, Massachusetts; (2) Operation Divert, Escambia County Mental Health Center, Pensacola, Florida; (3) Neuro-Education Center, Royal Oaks, Michigan; and (4) Vanguard School, Philadelphia, Pennsylvania. From these visits pertinent information was gathered and analyzed and served as a valuable reference base for the development of this model. Further details of these visits are found in the subsequent section titled, "Visitations of Exemplary Models".

With the need firmly established for the development of a Learning Disability Clinic in the Southeast Regional Resource Center service area,

a forum was sought for regional input concerning the handicapping condition of a learning disability. Such a forum was provided by the Southeast Regional Resource Center, which sponsored a conference on Learning Disabilities in Atlanta, Georgia, on December 5, 6, & 7, 1979. A total of 41 participants from the various states in the Southeast region attended. The conference covered the educational, physiological, and psychological aspects of learning disabilities. Topics ranged from educational programming to assessment of pre-school and adolescent learning disabled youngsters. A variety of medical, educational, and psychological professionals gave presentations. Each state represented from the region was given the opportunity to explain its definition of learning disabilities and how services are being provided for the respective populations.

Soon after the RRC Learning Disability Clinic was initiated, 30 children were assessed and identified as learning disabled. These children lived in a three-county area - Montgomery, Autauga, and Elmore Counties, which are located in central Alabama. The number of children selected for evaluation from each county was based on population, with Montgomery County being allotted the most slots due to its greater population. The numeral breakdown from each county was fifteen children from Montgomery, six from Autauga, seven from Elmore and two from private schools in the service area. Each child was administered a multidisciplinary evaluation including parent intake interview, psychological and educational evaluation, medical evaluation, speech and hearing evaluation, etc. After each complete evaluation was conducted, a staffing was held to inform the parents of all findings by the committee and to make recommendations for remediation of specific problem areas.

This model, which is computerized for retrieval and programming, is presented in detail later in this document.

VISITATIONS OF EXEMPLARY MODELS

The effort to identify exemplary models of Learning Disability Clinics nationwide led to the visitation of four selected clinics. A questionnaire was developed and used for each visit so pertinent information could be systematically gathered. (See Appendix III) The selected clinics were:

1. Massachusetts General Hospital, Learning Disorders Unit, Boston, Massachusetts
2. Operation Divert, Escambia County Mental Health Center, Pensacola, Florida
3. Neuro-Education Center, Royal Oaks, Michigan
4. Vanguard School, Philadelphia, Pennsylvania

A visit was made to the Learning Disorders Unit of the Massachusetts General Hospital in Boston, directed by Dr. P. B. Rosenberger, M.D. This unit combines the efforts of neurology, psychology, and special education in the diagnosis and management of learning disorders of all types. Clients of all ages whose chief complaint is failure to learn at the expected rate are treated. Most clients are of school age, however the age range extends from pre-school to adulthood. The unit staff gathers information from the school and the family and uses it with previously obtained psychological, medical, and educational test results to diagnose problems and prescribe interventions. These interventions are presented and fully explained at a summary conference with the parents and school personnel. Interested individuals should contact:

Peter B. Rosenberger, M.D., Director
The Learning Disorders Unit
Massachusetts General Hospital
Boston, Mass. 02114
(617) 726-2664

The Neuro-Education Center (NEC) is located at the William Beaumont Hospital, Royal Oaks, Michigan. The NEC serves both students and adults with learning disabilities and other school-related learning problems. Each client is evaluated by specialists in pediatric and general medicine, neurology, ophthalmology, audiology, psychology, education, and language development. The goals of the NEC are to define specifically the problems that exist and to assist the client towards some degree of success, however slight, in areas where he or she formerly met failure and frustration. The results of evaluations are presented and fully explained at a conference with the NEC staff, parents, and school personnel. An Operational Educational Diagnosis is developed and a specific treatment program which is educationally based is presented for each individual client at the conference. A tutorial and counseling service is also available as part of the NEC program. Interested individuals should contact:

Richard R. Galpin, M.D., Director
Neuro-Education Center
William Beaumont Hospital
3203 Collidge Highway
Royal Oaks, Michigan 48072
(313) 288-2332

Operation Divert is a multifaceted program designed to help prevent juvenile offenders with specific learning disabilities from further delinquent involvement. The project is funded under a Title VI-G grant from the Bureau of Education for the Handicapped, U.S. Department of Health, Education and Welfare. The project utilizes a three-phase intervention program for 30 teenagers between the ages of 12.5 and 18, who have been referred by the Florida Department of Health and Rehabilitative Youth Services Program. No client fees are charged for the services.

This six-month intervention program concentrates on teaching decision making and related practical skills needed to survive in today's world, as well as remediating academic weaknesses to a functional level. Group and family counseling, acedemic remediation, and whenever possible, on-the-job employment training are utilized to help remediate each client's diagnosed weaknesses. The project staff works closely with the schools, parents, courts, and juvenile authorities. For more information please contact:

Joseph A. Cox, Ph.D.
Project Divert
Operation Divert
Community Mental Health Center of
Escambia County, Inc.
1201 W. Hernandez St.
Pensacola, Florida 32501
(904) 433-3081

Members of the Southeast Regional Resource Center Learning Disabilities model staff visited Vanguard School, co-founded by Dr. Milton Brutten in Philadelphia, Pennsylvania. Vanguard School is divided into two campuses. The first grade through junior high is housed in one area, while the senior high school students are served in another area. Vanguard serves severely involved learning disabled and emotionally disturbed students. These students are bused from a radius of 50 miles. Vanguard originated as a private school. Due to the success of its program, federal, state, local and private monies are received for operating expenses. Information on assessment, programming, and funding was obtained on this visit. For further details please contact:

Dr. Milton Brutten, Ph.D.
Vanguard School
P.O. Box 730
Paoli, Pa. 19301

REGIONAL CONFERENCE SUMMARY

The Southeast Regional Resource Center sponsored a regional conference on Learning Disabilities in Atlanta, Georgia, on December 5, 6, and 7, 1979. Presentors for the conference were: Dr. Robert Black, Office of Programs for the Handicapped, South Carolina State Department of Education; Dr. Richard Galpin, Director, Neuro-Education Center, Royal Oaks, Michigan; Dr. Joseph Cox, Director, Operation Divert, Pensacola, Florida; Dr. Owen Evans, Vanderbilt University Medical Center, Nashville, Tennessee; Dr. Theresa Lauri, University of Pittsburgh, Pittsburgh, Pennsylvania; Dr. Rosa Hagin, New York University Medical Center, New York, New York; and Dr. Jeanne McCarthy, University of Arizona, Tucson, Arizona. The presentors' topics focused on the educational, psychological, and medical aspects of learning disabilities.

The conference brought together 41 professionals working in the field of learning disabilities from all of the six southeastern states, Puerto Rico, and the Virgin Islands, along with professionals doing outstanding work in the area of learning disabilities across the nation. Each state represented was given the opportunity to share its definition of learning disabilities; and to explain how the learning disability population in its state is being served. For more information concerning individual state definitions of learning disabilities, please refer to Appendix XXIX.

To obtain the complete Learning Disability Conference proceedings entitled Focus on the Educational, Psychological and Physiological Aspects of Learning Disabilities, you may write to Southeast Regional Resource Center, Auburn University at Montgomery, Alabama 36193.

Explanation of Clinic Model

The Definition

The State of Alabama has adopted the following definition of learning disabilities:

> Specific Learning Disabilities means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, or mental retardation, of emotional disturbance, or of environmental, cultural or economic disadvantage. Those with "Specific Learning Disabilities" may demonstrate their handicap through a variety of symptoms such as hyperactivity, distractibility, attention problems, memory disorders, concept association problems, etc. The end result of the effects of these symptoms is a severe discrepancy between ability and achievement. This discrepancy is the major factor in determining eligibility for learning disability services. If there is no severe discrepancy between how much should have been learned and what has been learned, there would not be a disability in learning. However, other handicapping and sociological conditions may be primary factors resulting in a discrepancy between ability and achievement. In such cases, the severe discrepancy may be primarily the result of these factors and not of a learning disability.
>
> Alabama State Department of Education, 1979

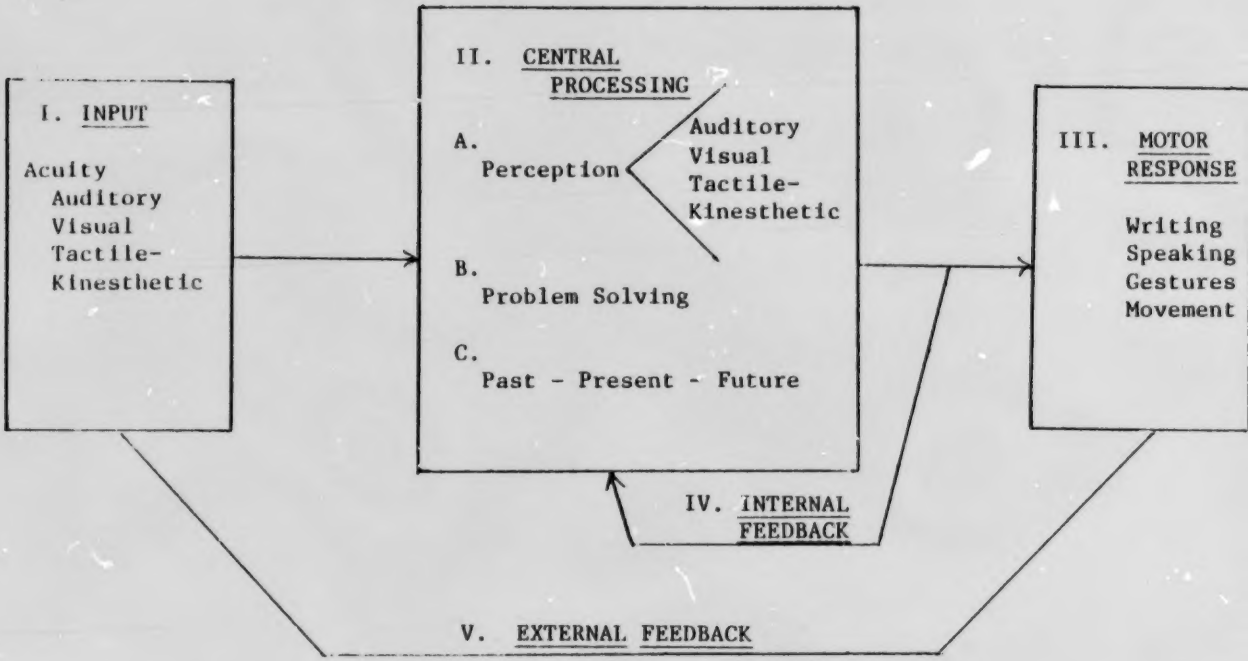
See Appendix XXX for a listing of the adopted state definitions and placement procedures for Alabama, Georgia, Florida, Mississippi, Louisiana, South Carolina, and Puerto Rico.

The Theory

In order to further explain the concept of learning disabilities, one must theorize as to how humans process information and, also, how they learn. Figure 1 displays schematically how it is believed humans process information. Position I (Input) deals with the acuities most commonly used in the school setting—auditory, visual, and tactile-kinesthetic. Auditory acuity refers to the levels of ability of the ears to send "sounds" or auditory stimuli in the form of electrical impulses into the central nervous system. Likewise, visual acuity refers to the levels of ability of the eyes to send "sights" or visual stimuli in the form of electrical impulses into the central nervous system. Tactile-kinesthetic acuity, therefore, refers to the levels of ability of the receptive nerve endings (the sense of touch and the use of proprioceptors within the muscular system) to send "physical sensations" or tactile-kinesthetic stimuli in the form of electrical impulses into the central nervous system.

Position II (Central Processing) deals with what happens to the input stimuli when it reaches the central nervous system which is composed of the brain and the spinal cord. Auditory, visual, and tactile-kinesthetic perception abilities are alluded to a Site II A. Site II B represents the problem solving processes of the central nervous system. Site II C alludes to how the organism utilizes past learning (memories) to deal with the present learning task and plan for future events or happenings. All "thinking" and signals for muscular innervation take place in the central nervous system.

INFORMATION PROCESSING MODEL*
Figure 1



*Adapted from Newell C. Kephart, The Slow Learner in the Classroom, (Columbus, Ohio: Charles E. Merrill Publishing Company, 1971), p. 108.

Position III (Motor Response) deals with the end result of all school related work—write down the answer, tell the answer, make body gestures in response to a problem or perform some type of movement in response to a command. It should be noted that student abilities are evaluated by observing the nature of elicited motor responses. Through careful examination of these responses, we can only "infer" the existence of intra-child strengths and weaknesses.

Position IV (Internal Feedback) refers to the process of "checking an answer before a motor response has taken place. If on the other hand, a motor response has already taken place, this self-checking is referred to as External Feedback and is represented at Position V.

A simple example as to how the information processing model works is presented below:

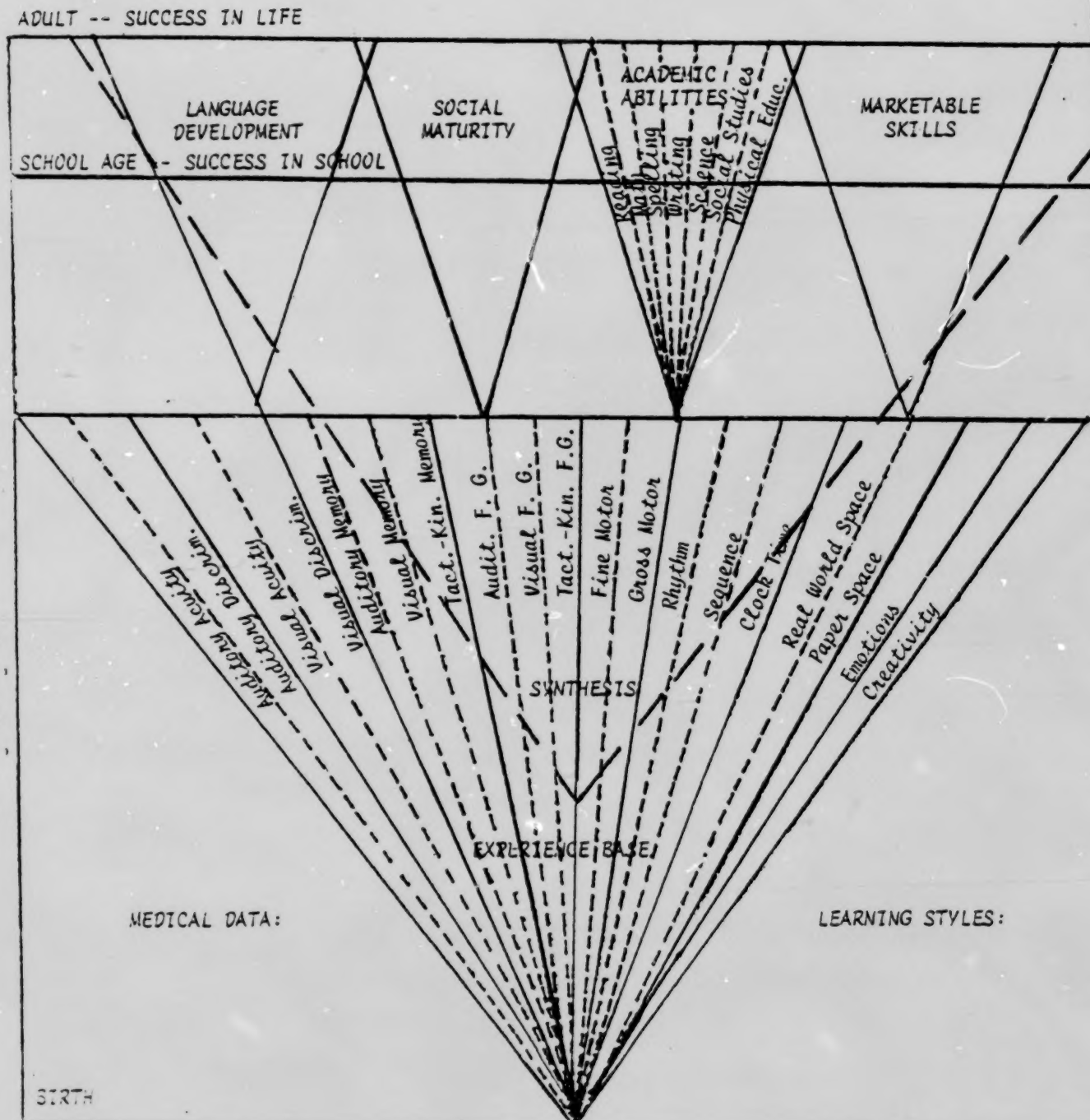
> The teacher asks a child to raise the right hand. The child listens (auditory acuity) in order to translate sounds into electrical stimuli (Input). These stimuli are received in the central nervous system (Central Processing). Here auditory perceptual abilities translate these stimuli. Utilizing his/her problem solving abilities and memories, the child determines how to respond. At this point the child utilizes the Internal Feedback mechanism to check the answer before initiating a motor response. Once checked, the child initiates a Motor Response to satisfy the teacher's request. In this case, the child raises the correct hand. Once this movement (Motor Response) has taken place, the child uses the External Feedback mechanism to validate the response.

If correct responses are habitually received from a child, one may assume that the child is learning what is being taught. If, however, a student habitually gives incorrect responses, the entire information processing system must be scrutinized for possible functional breakdowns. Input must be checked immediately, to see if the child can "see," "hear," or "feel" correctly. The Motor Response area must be checked

also, to see if the child has the fine and/or gross motor abilities necessary to physically respond to the task. If the student displays adequate functioning in the Input and Motor Response areas, yet incorrect responses continue, the next step is to make inferences about the Central Processing abilities of the central nervous system by "going inside." This "going inside" is represented by the Paradigm of Learning, (Figure 2) which is presented graphically to display how a child learns and the areas to be examined when a breakdown in learning takes place. The following article entitled, A Paradigm of Learning: What Teachers Should Know About Students, is included as further explanation of how learning takes place and where it might "breakdown."

PARADIGM OF LEARNING

Figure 2



Teachers have to be able to answer why a child is having learning problems before they can decide how they can help. Project HELP, an in-service teacher training program, was designed to aid teachers in their search for the reason why children have learning problems. Utilizing a 250-page learning packet, 18 hours of in-service training, and problem-solving assignments, regular teachers learned to identify and educate exceptional children in the classroom. The Project Staff included Dr. Larry Martin, Dr. C. Kent Garhart, Dr. Lois Cox, and Dr. Myrliss Hershey.

a paradigm of learning: what teachers should know about students

Larry L. Martin

Larry L. Martin is currently coordinator of Special Education and Associate Professor of Learning Disabilities at Auburn University at Montgomery, Montgomery, Alabama. He also serves as the university's Learning Disability Clinic Director. Previous positions included Special Education Coordinator at Kansas State University and six years of public school teaching. The author was a visiting lecturer at Purdue University, and taught in the field of learning disabilities for two years at Western State College. He received bachelor's, master's and Ph.D. in Special Education from Purdue University.

Reprinted from:
EDUCATIONAL CONSIDERATIONS, Vol. 2, No. 3, Spring, 1975

You are a fourth grade teacher. In your class Bob can't read; Sally has no friends; Jim performs well in school one day and poorly the next; Susan is very creative and gifted but seems frustrated with school; and Tom never attends to his work.

Bob, Sally, Jim, Susan, and Tom all have problems in some phase of school performance. You want to help these five students. You want to help Bob learn how to read; Sally make friends; Jim even out his performance; Susan like school and utilize her talents; and Tom attend to his work. The first question that pops into your mind is, "How can I help them?" You make plans and try to carry them out. With one or two you might experience some success. With the others, nothing seems to work. You might even say, "I have tried everything and nothing seems to help."

Every teacher can identify to some degree with the above statements. Every teacher whether in kindergarten or high school has had similar experiences. In an effort to aid classroom teachers in their efforts to help children with learning problems, project HELP was created. It was designed to aid, through in-service training, regular classroom teachers in identifying and effectively educating children with learning problems.

Project HELP starts by forcing teachers to ask one additional short question: "Why?" (Why can't Bob read; why doesn't Sally have friends, why does Jim have uneven performance; why is gifted Susan frustrated with school; and why can't Tom attend to his work?) The answers to these questions are not readily available to most teachers. The reason for this is not because of lack of teaching experience,

but rather, is because of a lack of training in actually looking for the "whys."

The 250-page HELP learning packet is designed to instruct the teacher in understanding the possible "whys" behind learning problems. The Paradigm of Learning (see Figure 2) is a graphic representation of the rationale upon which project HELP is based. By looking at the paradigm (see Figure 2), one can see that the end goal of learning is success in school and life. By experience and instruction, one achieves these successes by first developing the underlying "processes" (large inverted triangle at bottom) and then the three "school-life related areas of language development, social maturity, and academic abilities" (3 smaller inverted triangles at top). When a child has mastered this level, he has developed "understanding" (the largest inverted triangle). A child must reach this final level of understanding before success in school and life can be achieved.

When a child is not achieving in one or more of the three school-life related areas, we as teachers must try to find out why. Utilizing standardized tests, checklists, and teacher-made tests, it is fairly easy to pinpoint what a student can and cannot do in these areas. Once these weak areas are identified, the usual strategy is to launch an academic remediation program to strengthen the weaknesses. Unfortunately, all too often, this strategy is unsuccessful when used alone. It is unsuccessful because we did not ask why he is having these difficulties.

At this point you must go one step lower in the paradigm to begin to see the whys of many learning problems. By the time most children reach school they have developed a highly sophisticated base for formal school learning. This base is developed through experience. Usually, the better and more diverse the pre-school experience, the more developed this base becomes. The base is composed of ten processes. These processes are called process abilities. When a child has problems in one or more of these abilities, he is said to have process deficits. Many times a child has trouble in school because the underlying processes for success in school have not been developed. These processes then become the whys of faulty school performance.

Let's take a brief look at these process deficits and how they are related to learning and success in school and life.

AUDITORY

Auditory deficits can be divided into the two major headings of acuity and perception. Auditory acuity refers to the auditory input system, that is, can the child actually hear the sounds in his environment or does he have a hearing problem.

On the other hand, auditory perception refers to central processing abilities, the ability to deal with sounds after they reach the central nervous system. Here, the child attaches meaning to the sounds that he hears. He discriminates among all the sounds he hears and attaches meaning to them by utilizing his past, learned knowledge of sounds, words, and meaning.

If a child has an auditory deficit, he will have trouble understanding any directions given verbally, following class discussions, and with language development. Because of this he is also likely to have some social problems.

VISUAL

Visual deficits are divided into the two major headings of acuity and perception. Visual acuity refers to the basic ability of the student to see stimuli. In other words, can the student see that which he is expected to see.

Visual form perception is the ability of the student to visually differentiate the forms and/or symbols in his environment. As such it is involved in nearly every action a student may take, i.e. dressing, walking, recognizing objects or people, reading, writing, etc.

This ability to see and to differentiate forms greatly affects his overall school performance and his success in school and life.

MEMORY

Memory deficits occur in the major areas of long and short term, auditory, visual, and tactual-kinesthetic memories. In general, short term memory refers to the ability to remember things accurately over a short period of time such as directions for assignments, words to a poem or song, questions asked by the teacher, and class discussions. All motor movement is also learned and must be remembered for efficient performance and movement. Long term memory deals with the same kinds of things, but refers to retaining the information over a long period of time.

The whole area of memory deficits is one of the biggest "headaches" for teachers. Things like the following happen:

1. You teach it--he's got it perfectly. You review it--it's like a new subject to him.

2. On weekly tests, performance is okay--on unit or semester tests, performance is terrible.

3. The student knows it now, forgets it tomorrow, and remembers it later in an off-and-on fashion.

Auditory memory deals with the ability, or lack of it, to remember things that one has learned with the ears.

Visual memory deals with the ability to remember things that one has learned with the eyes.

In order for a child to have effective fine and gross motor movements, he must be able to remember what it feels like to make learned movements. If a child cannot remember these things he will probably have awkward and clumsy movements, and poor handwriting.

Memory deficits, depending upon which areas they occur in, can greatly affect success in school and life.

FIGURE-GROUND

Figure-ground deficits can be divided into the two major headings of auditory figure-ground and visual figure-ground. Both refer to the ability of a child to pick out and pay attention to specific verbal or visual stimuli (figure) from the myriad of verbal and visual stimuli present within each learning situation (ground).

A child with figure-ground problems will be easily distracted and will have problems following class discussions or doing the tasks of reading, writing, or arithmetic.

MOTOR CONTROL

Motor development can be divided into two major areas of gross motor development and fine motor development. It is essential that a child develops both if he is to succeed in school. The gross motor abilities are essential for the development of all movement, game, and sports skills. If a child cannot attain these gross motor skills, his peer acceptance is greatly reduced. Many theorists, in addition, feel that higher levels of learning are based upon the effective learning of basic motor movements. Some theorists also believe that gross motor development is a precursor to the development of laterality, directionality, rhythm, sequence, space structure, and time structure.

TIME STRUCTURE

Time structure deficits within school age children generally manifest themselves in one or a combination of the following three areas: rhythm, sequence, and/or time (clock minutes). In this context rhythm refers to the ability of the student to maintain a sustained unit of measure, beat, over a given unit of time. Sequence skills reflect upon the student's ability to reproduce a given sequence of stimuli received auditorily, visually, and/or physically. Time skills, per se, pertain to the student's skill in reflecting with relative accuracy how long it takes or would take to do something or to have done something.

SPACE STRUCTURE

Generally space structure deficits may be thought of as occupying two arenas, internal and/or external. Internalized spatial structure would refer to a person's recognition of the fact that he has two sides to his body, separated by a theoretical midline. Externalized spatial relationships are more observable phenomena relative to a person's skill or ability to know where he is in relation to other people, places, or things. In the classroom we would see skill in this area demonstrated as the child deals with concepts such as up, down, forward, back, various paper-pencil tasks, artwork, writing (especially numerals), and the broad spectrum of movement within and without the classroom, school, block, or city.

EMOTIONS

The emotional development of a person begins at birth and continues to grow and change throughout one's lifetime. It is essential teachers try to nurture

and maintain a feeling of self-worth and a positive self-image within each child. Success is the key to good emotional development. A deficit in this area can permeate all areas that lead to success in school and life.

CREATIVITY

It is believed that everyone is creative in some way. The challenge is to raise and teach children in such a way as to nurture creativity. The development of creativity enhances a person's problem-solving abilities which, in turn, increases the chances for success in school and life.

LEARNING STYLES

Different people learn in different ways. Some learn better visually and others auditorily. Some learn better independently and others in small groups or by discussion. One must learn what the learning styles of a student are and use them to help the child learn more efficiently.

The above descriptions of process deficits and how they are related to school performance should help teachers begin to see some of the "ways" behind failure to succeed in school. It is certain that not all the reasons for failure in school and life have been covered or discovered. Deficits in the above processes do account for some of the reasons why Bob can't read; Sally has no friends; Jim has uneven performance; gifted Susan doesn't like school; and Tom doesn't attend to his work. Only after teachers ask the right question (why?) and get the answer, can they begin to help children overcome learning problems.

Project HELP is designed to help teachers arrive at the answers behind why a child has problems learning and how they can work on each of these problems that arise in the classroom. The how part of project HELP covers subjects like: remediation of process deficits, effective use of teacher time and space, individualizing instruction, and effectively handling behavior.

The initial Paradigm of Learning (Figure 2) was modified in order to make it more complete and compatible for computer usage (Figure 3). Thirty-seven process and academic skills were identified as being essential for proper learning to take place. These process abilities are individually defined in Appendix XXXI. In addition, two remediation activities for grades N-K; 1, 2 and 3; 4, 5 and 6; 7, 8 and 9; and 10, 11 and 12 were developed together with an analysis of the school activities affected by each process. Also developed was an appropriate general learning approach for the student experiencing problems in a given area.

Once these thirty-seven abilities were isolated, the next step was to identify a battery of tests that would provide multiple measures of each process area. For individual test information see Summary of Test Results and Rating of Performance (Subsection: The Application). A task analysis approach was utilized on each test and subtest to determine what process deficiencies might be affecting the child's performance. Such an analysis yielded the Cross Reference Checklist Tables in Appendix XXIX. On these tables the letter "P" refers to a primary measure (the test or subtest was specifically designed to measure this process ability). The letter "S" refers to a secondary measure (the test or subtest was not specifically designed to measure this process ability, however, the student's performance level may be lowered if s/he has a weakness in this area). These charts were incorporated in a computer program designed to generate a profile of each student's strengths and weaknesses. The computer program also indicates conflicting test results which necessitates looking for patterns of deficiencies which might

account for these conflicts. Typically, teachers respond to test scores in a compartmentalized rather than a synthesized fashion. It is felt that such an approach results in piecemeal instruction that retards or masks true problem areas. Examples of these print-outs may be seen in the next section--The Application. The information generated was utilized to determine each student's strengths, weaknesses, and learning style.

PARADIGM OF LEARNING
Figure 3
Birth
2 Yrs.
Present School Age
Adult
CHRONOLOGICAL AGE
1. Auditory Discrimination
2. Visual Discrimination
3. Auditory Memory-Short Term
4. Auditory Memory-Long Term
5. Auditory Sequential Memory
6. Visual Memory-Short Term
7. Visual Memory-Long Term
8. Visual Sequential Memory
9. Tact./Kines. Memory-Short Term
10. Tact./Kines. Memory-Long Term
11. Tact./Kines. Sequential Memory
12. Auditory Figure Ground
13. Visual Figure Ground
14. Tact./Kines Figure Ground
15 Ocular Control
16. Fine Motor Control
17. Gross Motor Control
18. Laterality
19. Directionality
20. Body Image
21. Real World Space
22. Paper Space
23. Rhythm
24. Clock Time
25. Part-Whole Rel. - Auditory
26. Part-Whole Rel. - Visual
29. Concept Formation
30. Abstract Reasoning
31. Processing
33. Emotions
34. Experience Base
27. Language Develop.-Receptive
28. Language Develop.-Expressive
32. Social Maturity
35. Reading Ability
36. Math Ability
37. Spelling Ability
SYNTHESIS OF GAINED KNOWLEDGE
-Normal Development
-Success in School
-Success in Life
Marketable Skills:
Pertinent Medical Data:
Learning Style:
Other Academic Abilities:

The Application

The theoretical model was implemented by testing thirty children, previously identified as learning disabled. These students had previously been extensively evaluated, had participated in remediation programs for protracted periods of time, and had seemingly not benefited from either service. The comprehensive student evaluation offered by the model clinic was welcomed by the referring schools.

Figure 4 describes the procedures followed in the testing phase of the project. Appendices IV to XXVII contain the forms utilized to inform the school and parents and to gather information about each student.

The testing phase consisted fo the following five sessions:

Session One (8:30 to 12:00)
Parent Intake 8:30 to 9:30 Appendix XXIV
Student Intake 8:30 to 9:30 Appendix XXV
Psychological and Educational Testing 9:30-12:00

Session Two (8:30 to 12:00)
Vision and Hearing Testing
(Keystone Telebinocular and Puretone Audiometer) 8:30-9:30
Educational Testing 9:30-12:00

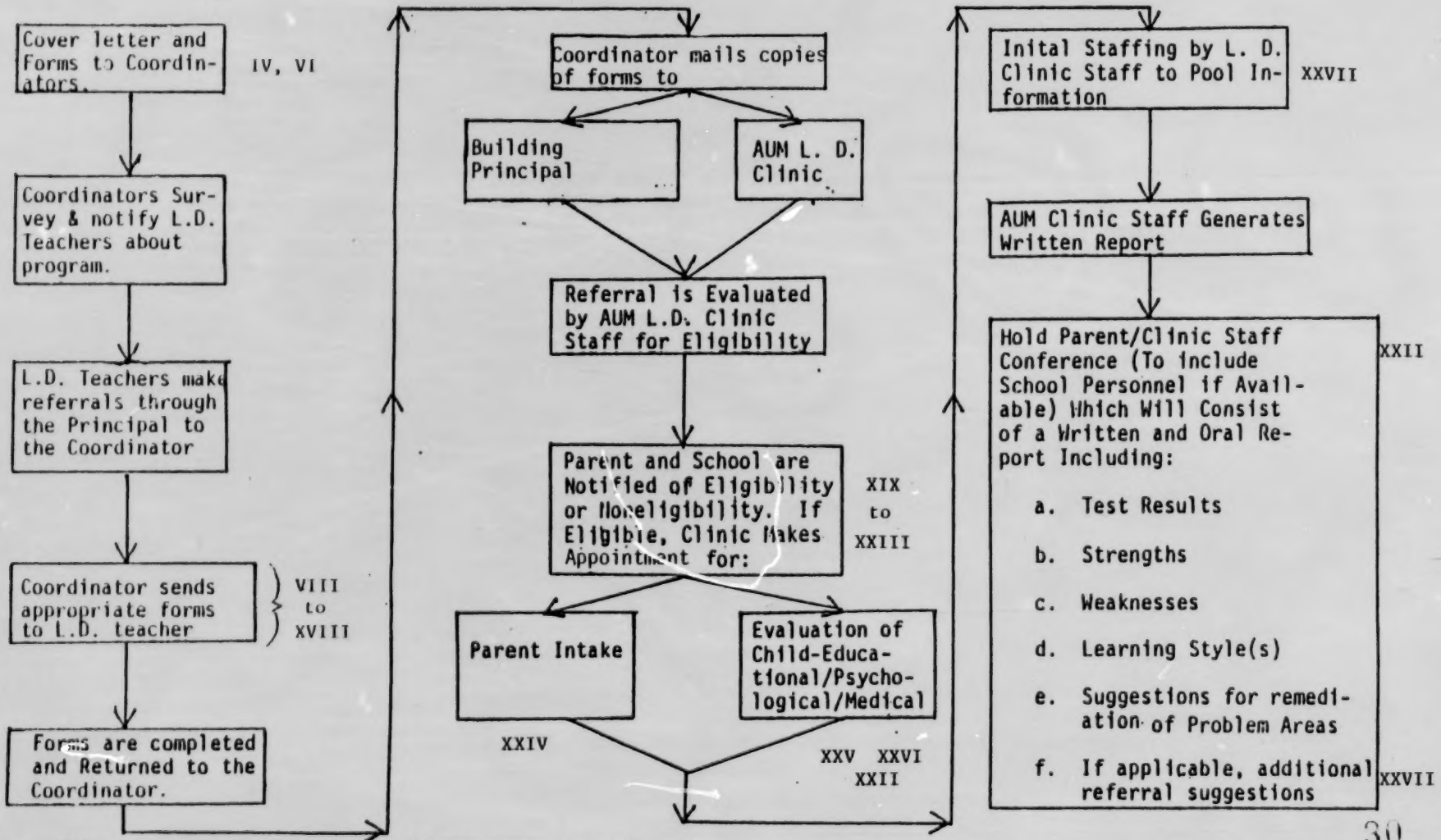
Session Three
Medical Examination 1 hour Appendix XXVI

Session Four
Clinic Staffing
(Utilizing results of 1-3 above) 1 hour

Session Five
Parent/School/L.D. Clinic Conference 1 hour
At this conference, parents were presented with a written report of their child's test results, identified strengths and weaknesses, learning style, and suggestions for remediation of problem areas. If applicable, additional referral suggestions (i.e. vision, hearing, language, a medical) were presented. This conference was recorded also and the tape presented to the parents.

The following three case studies are included to illustrate the model implementation. It should be noted that these three students participated in a seven week (two days per week for three hours each day) summer therapeutic education program (see Appendix XX).

FLOW CHART FOR
INITIAL PILOT STUDY ON
30 LEARNING DISABLED CHILDREN
(S.E.R.R.C. - AUM L. D. CLINIC)*
Figure 4


Cover letter and Forms to Coordinators.
IV, VI
Coordinators Survey & notify L.D. Teachers about program.
L.D. Teachers make referrals through the Principal to the Coordinator
Coordinator sends appropriate forms to L.D. teacher
VIII to XVIII
Forms are completed and Returned to the Coordinator.
Coordinator mails copies of forms to
Building Principal
AUM L. D. Clinic
Referral is Evaluated by AUM L.D. Clinic Staff for Eligibility
Parent and School are Notified of Eligibility or Noneligibility. If Eligible, Clinic Makes Appointment for:
XIX to XXIII
Parent Intake
XXIV
Evaluation of Child-Educational/Psychological/Medical
XXV XXVI XXII
Inital Staffing by L. D. Clinic Staff to Pool Information
XXVII
AUM Clinic Staff Generates Written Report
Hold Parent/Clinic Staff Conference (To include School Personnel if Available) Which Will Consist of a Written and Oral Report Including:
XXII
a. Test Results
b. Strengths
c. Weaknesses
d. Learning Style(s)
e. Suggestions for remediation of Problem Areas
f. If applicable, additional referral suggestions
XXVII

*Roman numerals refer to the appropriate appendices.

LEARNING DISABILITY CLINIC
AUBURN UNIVERSITY AT MONTGOMERY
Larry L. Martin, Ph.D., Director

SUMMARY OF TEST RESULTS AND RATING OF PERFORMANCE

IDENT. NUMBER: 0 0 0 4 1 (NAME SUPPLIED AFTER PRINTING)
(1) (2) (3) (4) (5)

GRADE: 0 1.7
(6) (7) (8)

DATES OF TESTING: 0 3/1 9, 2 4, 0 0/8 0
(9) (10) (11) (12) (13) (14) (15) (16) (17) (18)

DATE OF BIRTH: 0 8/2 8/7 3
(19) (20) (21) (22) (23) (24)

CHRONOLOGICAL AGE: 0 6 YRS. 0 6 MOS.
(25) (26) (27) (28)

REFERRED BY: __ SCHOOL x PARENT __ OTHER
(29) (30) (31)

SCHOOL: (NAME SUPPLIED AFTER PRINTING)

ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES

	AGE* SCORE	SCALED SCORE	RATING
AUDITORY RECEPTION	0 6 YRS 0 3 MOS (32 33 34 35)	3 6 (36 37)	2 (38)
VISUAL RECEPTION	0 7 YRS 0 1 MOS (39 40 41 42)	4 0 (43 44)	2 (45)
VISUAL MEMORY	0 7 YRS 1 0 MOS (46 47 48 49)	4 2 (50 51)	2 (52)
AUDITORY ASSOCIATION	0 6 YRS 0 2 MOS (53 54 55 56)	3 4 (57 58)	2 (59)
AUDITORY MEMORY	0 4 YRS 0 8 MOS (60 61 62 63)	2 9 (64 65)	3 (66)
VISUAL ASSOCIATION	0 5 YRS 0 0 MOS (67 68 69 70)	2 8 (71 72)	3 (73)
VISUAL CLOSURE	0 5 YRS 0 8 MOS (74 75 76 77)	3 1 (78 79)	2 (80)
VERBAL EXPRESSION	0 7 YRS 0 8 MOS (1 2 3 4)	4 2 (5 6)	2 (7)
GRAMMATIC CLOSURE	0 5 YRS 0 8 MOS (8 9 10 11)	3 1 (12 13)	2 (14)
MANUAL EXPRESSION	0 7 YRS 0 6 MOS (15 16 17 18)	3 9 (19 20)	2 (21)
AUDITORY CLOSURE	0 6 YRS 0 1 MOS (22 23 24 25)	3 5 (26 27)	2 (28)
SOUND BLENDING	0 8 YRS 0 7 MOS (29 30 31 32)	4 9 (33 34)	1 (35)
OVERALL PSYCHOLINGUISTIC AGE	0 6 YRS 0 4 MOS (36 37 38 39)		
MEDIAN SCALED SCORE	3 5 (40 41)		
MEAN SCALED SCORE	3 5 (42 43)		

*IF 99 YRS. 99 MOS. APPEARS, AGE SCORE IS OVER TOP OF NORMS.

*IF 00 YRS. 00 MOS. APPEARS, AGE SCORE IS OFF BOTTOM OF NORMS.

WECHSLER INTELLIGENCE SCALE FOR CHILDREN - REVISED

VERBAL INTELLIGENCE QUOTIENT 1 0 6 (44 45 46)

PERFORMANCE INTELLIGENCE QUOTIENT 1 1 2 (47 48 49)

FULL SCALE INTELLIGENCE QUOTIENT 1 0 9 (50 51 52)

MENTAL AGE 0 7 YRS 0 1 MOS (53 54 55 56)

VERBAL TESTS

	S.S.	RATING
INFORMATION	1 1 (57 58)	2 (59)
SIMILARITIES	1 2 (60 61)	1 (62)

	AVERAGE SCORE	RATING
MOTOR-COORDINATION	30 31	32
PERSONAL SOCIAL ADJUSTMENT	53 54	55

DRAW A PERSON

COMMENT(S) ON PERFORMANCE — RATING 3 (56)
Immature

ALPHABET AND NUMBERS

COMMENT(S) ON PERFORMANCE — RATING 3 (57)
Omitted M - slight problem(s) with fine muscle and/or paper space. Got out of sequence - corrected self.

DENVER DEVELOPMENTAL SCREENING SCALE

	RATING
PERSONAL-SOCIAL	58
FINE MOTOR	59
LANGUAGE	60
GROSS MOTOR	61

FROSTIG-DEVELOPMENTAL TEST OF VISUAL PERCEPTION

	AGE SCORE	SCALED SCORE	RATING
EYE-MOTOR COORDINATION	62 63 64 65	66 67	68
FIGURE-GROUND	69 70 71 72	73 74	75
SHAPE CONSTANCY	76 77 78 79	80 1	2
POSITION IN SPACE	3 4 5 6	7 8	9
SPATIAL RELATIONS	10 11 12 13	14 15	16

BERRY-BUKTENICA DEVELOPMENTAL TEST OF VISUAL-MOTOR INTEGRATION

RAW SCORE 1 3 (17 18)
V.M.I. AGE 0 6 (19 20) YRS. 1 0 (21 22) MOS
RATING 2 (23)

PURDUE PERCEPTUAL MOTOR SURVEY

	NUMERICAL SCORE	RATING
WALKING BEAM	24	25
JUMPING	26	27
IDENTIFICATION OF BODY PARTS	28	29
IMITATION OF MOVEMENT	30	31
OBSTACLE COURSE	32	33
KRAUS WEBER	34	35
ANGELS IN SNOW	36	37
CHALKBOARD	38	39
RHYTHMIC WRITING	40	41

	S.S.	RATING
ARITHMETIC	1 3 (63 64)	1 (65)
VOCABULARY	1 0 (66 67)	2 (68)
COMPREHENSION	0 9 (69 70)	2 (71)
DIGIT SPAN	0 6 (72 73)	3 (74)

PERFORMANCE TESTS

	S.S.	RATING
PICTURE COMPLETION	1 3 (75 76)	1 (77)
PICTURE ARRANGEMENT	0 8 (78 79)	3 (80)
BLOCK DESIGN	1 3 (1 2)	1 (3)
OBJECT ASSEMBLY	1 6 (4 5)	1 (6)
CODING	0 9 (7 8)	2 (9)
MAZES	(10 11)	(12)

PEABODY PICTURE VOCABULARY TEST

RAW SCORE 0 5 4 (13 14 15)

MENTAL AGE 0 (16) 5 YRS (17) 1 (18) 0 MOS (19)

I.Q. 0 8 7 (20 21 22)

% 2 0 (23 24)

RATING 3 (25)

BENDER MOTOR GESTALT TEST

KOPPITZ SCORE OF 0 6 (26 27)

AGE EQUIVALENT (28) (29) . (30) (31)

GRADE EQUIVALENT 2 . 0 (32 33)

RATING 2 (34)

VINELAND SOCIAL MATURITY SCALE

	RATING
SELF-HELP	(35)
COMMUNICATION	(36)
SELF-DIRECTION	(37)
SOCIALIZATION	(38)
LOCOMOTION	(39)
OCCUPATION	(40)

PUPIL BEHAVIOR RATING SCALE

	AVERAGE SCORE	RATING
AUDITORY COMPREHENSION	(41) . (42)	(43)
SPOKEN LANGUAGE	(44) . (45)	(46)
ORIENTATION	(47) . (48)	(49)

	NUMERICAL SCORE	RATING
OCULAR PURSUITS		
VISUAL ACHIEVEMENT FORMS	42	43
MARTIN SCREENING TEST FOR MOTOR DISABILITIES	44	45

	ITEM SCORE	RATING
HOP FORWARD	46	47
TOUCH TOE REACH	48	49
BEAM WALK	50	51
KINESTHETIC ARM STRENGTH	52	53
TOTAL SCORE 54 55		

WEPMAN AUDITORY DISCRIMINATION TEST

X- 0 (56) 2/3 (57/58) 0 (59) Y- 0 (60) 0/1 (61/62) 0 (63)

RATING 2 (64)

WOODCOCK READING MASTERY TEST FORM A OR B

	EASY READING LEVEL	READING GRADE SCORE	FAILURE READING LEVEL	RELATIVE MASTERY %	PERCENTILE RANK %	RATING
	96%	90%	75%			
LETTER IDENTIFICATION	0 (65) 1.7 (66/67)	0 (68) 1.9 (69/70)	0 (71) 2.3 (72/73)	2 (74) 6 (75)	6 (76) 8 (77)	1 (78)
WORD IDENTIFICATION	0 (79) 1.4 (80/1)	0 (2) 1.5 (3/4)	0 (5) 1.6 (6/7)	3 (8) 9 (9)	1 (10) 1 (11)	3 (12)
WORD ATTACK	0 (13) 1.0 (14/15)	0 (16) 1.2 (17/18)	0 (19) 1.4 (20/21)	3 (22) 9 (23)	1 (24) 1 (25)	3 (26)
WORD COMPREHENSION	0 (27) 1.1 (28/29)	0 (30) 1.2 (31/32)	0 (33) 1.3 (34/35)	1 (36) 9 (37)	0 (38) 6 (39)	3 (40)
PASSAGE COMPREHENSION	0 (41) 1.3 (42/43)	0 (44) 1.5 (45/46)	0 (47) 1.7 (48/49)	7 (50) 5 (51)	3 (52) 0 (53)	3 (54)
TOTAL READING	0 (55) 1.1 (56/57)	0 (58) 1.3 (59/60)	0 (61) 1.5 (62/63)	5 (64) 2 (65)	1 (66) 0 (67)	

KEY MATH

	GRADE EQUIVALENT	RATING
NUMERATION	2.1 (68/69)	2 (70)
FRACTIONS	2.4 (71/72)	2 (73)
GEOMETRY AND SYMBOLS	1.2 (74/75)	3 (76)
ADDITION	2.2 (77/78)	1 (79)
SUBTRACTION	2.2 (80/1)	1 (2)
MULTIPLICATION	0.0 (3/4)	2 (5)
DIVISION	2.4 (6/7)	1 (8)
MENTAL COMPUTATION	2.1 (9/10)	2 (11)
NUMERICAL REASONING	0.8 (12/13)	3 (14)
WORD PROBLEMS	1.3 (15/16)	2 (17)
MISSING ELEMENTS	0.0 (18/19)	3 (20)
MONEY	2.1 (21/22)	1 (22)

	GRADE EQUIVALENT	RATING
MEASUREMENT	2.5 (24 25)	1 (26)
TIME	1.7 (27 28)	2 (29)
TOTAL TEST	1.8 (30 31)	

WIDE RANGE ACHIEVEMENT TEST

	GRADE	S.S.	%	RATING
READING	0.0 (32 33 34)	0 0 0 (35 36 37)	0 0 (38 39)	(40)
ARITHMETIC	1.8 (41 42 43)	1 0 3 (44 45 46)	5 8 (47 48)	2 (49)
SPELLING	1.6 (50 51 52)	0 4 9 (53 54 55)	4 1 (56 57)	2 (58)

DETROIT TESTS OF LEARNING APTITUDE

	AGE SCORE*	RATING
PICTORIAL ABSURDITIES	YRS (59 60) MOS (61 62)	(63)
VERBAL ABSURDITIES	YRS (64 65) MOS (66 67)	(68)
PICTORIAL OPPOSITES	YRS (69 70) MOS (71 72)	(73)
VERBAL OPPOSITES	YRS (74 75) MOS (76 77)	(78)
MOTOR SPEED	YRS (79 80) MOS (1 2)	(3)
AUDIT. ATTN. SPAN UNREL. WRDS.	YRS (4 5) MOS (6 7)	(8)
ORAL COMMISSIONS	YRS (9 10) MOS (11 12)	(13)
SOCIAL ADJUSTMENT A	YRS (14 15) MOS (16 17)	(18)
VISUAL ATTN. SPAN FOR OBJ.	YRS (19 20) MOS (21 22)	(23)
ORIENTATION	YRS (24 25) MOS (26 27)	(28)
FREE ASSOCIATION	YRS (29 30) MOS (31 32)	(33)
DESIGNS	YRS (34 35) MOS (36 37)	(38)
AUDIT. ATTEN. SPAN FOR REL. SYLL.	YRS (39 40) MOS (41 42)	(43)
NUMBER ABILITY	YRS (44 45) MOS (46 47)	(48)
SOCIAL ADJUSTMENT B	YRS (49 50) MOS (51 52)	(53)
VISUAL ATTN. SPAN FOR LETTERS	YRS (54 55) MOS (56 57)	(58)
DISARRANGED PICTURES	YRS (59 60) MOS (61 62)	(63)
ORAL DIRECTIONS	YRS (64 65) MOS (66 67)	(68)
LIKENESSES AND DIFFERENCES	YRS (69 70) MOS (71 72)	(73)
MEDIAN MENTAL AGE	YRS (74 75) MOS (76 77)	

ADDITIONAL INFORMATION

	OBSERVATION DURING TESTING RATING	REPORTED BY TEACHER RATING	REPORTED BY PARENT RATING	COLORADO CHECKLIST RATING
AUDIT. DISC.	(78)	(79)	(80)	(1)
VISUAL DISC.	(2)	(3)	(4)	(5)
AUDIT. MEMORY SHORT TERM	(6)	(7)	(8)	(9)

	OBSERVATIONS DURING TESTING	REPORTED BY TEACHER	REPORTED BY PARENT	COLORADO CHECKLIST
	RATING	RATING	RATING	RATING
AUDIT. MEMORY LONG TERM	10	11	12	13
AUDIT. SEQUENTIAL MEMORY	14	15	16	17
VISUAL MEMORY SHORT TERM	18	19	20	21
VISUAL MEMORY LONG TERM	22	23	24	25
VISUAL SEQUENTIAL MEMORY	26	27	28	29
TACT./KINES. MEMORY SHORT TERM	30	31	32	33
TACT./KINES. MEMORY LONG TERM	34	35	36	37
TACT./KINES SEQUENTIAL MEMORY	38	39	40	41
AUDITORY FIGURE-GROUND	42	43	44	45
VISUAL FIGURE-GROUND	46	47	48	49
TACT./KINES. FIGURE-GROUND	50	51	52	53
OCULAR CONTROL	54	55	56	57
FINE MOTOR CONTROL	58	59	60	61
GROSS MOTOR CONTROL	62	63	64	65
LATERALITY	66	67	68	69
DIRECTIONALITY	70	71	72	73
BODY IMAGE	74	75	76	77
REAL WORLD SPACE	78	79	80	1
PAPER SPACE	2	3	4	5
RHYTHM	6	7	8	9
CLOCK TIME	10	11	12	13
PART-WHOLE REL. - AUDITORY	14	15	16	17
PART-WHOLE REL. - VISUAL	18	19	20	21
LANGUAGE DEVELOP. - RECEPTIVE	22	23	24	25
LANGUAGE DEVELOP. - EXPRESSIVE	26	27	28	29
CONCEPT FORMATION	30	31	32	33
ABSTRACT REASONING	34	35	36	37
PROCESSING	38	39	40	41
SOCIAL MATURITY	42	43	44	45
EMOTIONS	46	47	48	49
EXPERIENCE BASE	50	51	52	53
READING ABILITY	54	55	56	57
MATH ABILITY	58	59	60	61
SPELLING ABILITY	62	63	64	65

Summer Therapeutic Educational Program

Learning Disability Clinic
Auburn University at Montgomery
August 1980

Summary of Test Results

Name: 00041
Date of Birth:
Chronological Age:
Grade:
Date of Testing:
Age at Testing:

Illinois Test of Psycholinguistic Abilities

	Scaled Score
Auditory Reception	36
Visual Reception	40
Visual Memory	42
Auditory Association	34
Auditory Memory	29
Visual Association	28
Visual Closure	31
Verbal Expression	42
Grammatic Closure	31
Manual Expression	39
Auditory Closure	35
Sound Blending	49
Overall Psycholinguistic Age	6 yrs. 4 mos.
Median Scaled Score	35
Mean Scaled Score	35.2

Woodcock Reading Mastery Test - Form A

	Reading Grade Score
Letter Identification	1.9
Word Identification	1.5
Word Attack	1.2
Word Comprehension	1.2
Passage Comprehension	1.5
Total Reading	1.3

Draw a Person

Immature

Wechsler Intelligence Scale for Children - Revised

Verbal Tests	S.S.
Information	11
Similarities	12
Arithmetic	13
Vocabulary	10
Comprehension	9
Digit Span	(6)

Performance Tests	S.S.
Picture Completion	13
Picture Arrangement	8
Block Design	13
Object Assembly	16
Coding	9
Mazes	--

Key Math

	Grade Equivalent
Numeration	2.1
Fractions	2.4
Geometry and Symbols	1.2
Addition	2.2
Subtraction	2.2
Multiplication	0.0
Division	2.4
Mental Computation	2.1
Numerical Reasoning	0.8
Word Problems	1.3
Missing Elements	0.0
Money	2.1
Measurement	2.5
Time	1.7
Total Test	1.8

Peabody Picture Vocabulary Test

Raw Score 54
Mental Age 5.10

Bender Motor Gestalt Test
Koppitz Score of 6
Grade Equivalent Low 2nd Grade

Wide Range Achievement Test

	Grade	S.S.	%
Reading	--	--	--
Arithmetic	1.8	103	58
Spelling	1.6	99	47

Beery-Buktenica Developmental Test of Visual-Motor Integration

V.M.I. Age 6 Yrs. 10 Mos.

Ocular Pursuits - Left better than right

Referral for complete refractory and non-refractory eye examination - both eyes. Has sluggish pursuit movements. Right eye drifts outward on convergence.

Wepman Auditory Discrimination Test

X = 2/30 Y = 0/10

Alphabet & Numbers

Omitted m - slight problem(s) with fine muscle and/or paper space. Got out of sequence - corrected self.

I. Strengths:

Based on test results and teacher observation John displays relative strengths in such process areas as language development, experience base, part-whole relationships and concept formation. In reading he is able to sound out words effectively. Now that John is wearing glasses he is doing better with letter identification.

II. Weaknesses:

John demonstrates weaknesses in most areas of reading, but due to specialized tutoring he seems to be improving. In the process areas John is weakest in sequencing, fine muscle control, paper space, auditory discrimination, visual figure ground and visual association. John's most difficult problem at this point may be ocular control for which he is receiving training.

His self image is improving but is still weak. He cries, pouts or whines occasionally when he feels overwhelmed or afraid of a task.

III. Learning Style:

John needs to see and hear new material. The combined visual and auditory approach is preferred. John works well alone or in a one-to-one situation. He prefers films and filmstrips. He likes his lessons when they make him think. He can stay on task for ten to twenty minutes before getting restless depending on the task.

IV. Program Implementation:

An individual education program was compiled for John on the basis of test analysis. Remediation work was concentrated in the weakest areas of visual association, ocular pursuits, auditory sequential memory, fine motor, visual figure-ground, and emotions.

In the area of visual association John was to describe likenesses and differences using Visual Association Cards by Teaching Resources. He was able to categorize items such as trucks, cars, and buses into transportation. Integrating the remediation exercises with the academics, John verbally dictated and then illustrated a booklet with complete sentences. This booklet was then read and shared with his family.

Ocular pursuit objectives were written after consulting John's optometrist. The exercises implemented at home were also carried out at school. There was a noticeable improvement in the ability of the eyes to move together during these exercises.

Auditory sequential memory exercises were implemented and completed. John progressed to being able to follow a four step auditory direction in sequence. At first, visual cues were necessary.

In the fine motor area, John improved his ability to trace, cut, color and paste by approaching academic and process remediation tasks with these fine motor skills. John was not able to significantly improve his writing. Reversals were reduced somewhat by practicing writing the letters b, p, d, m and w.

Visual figure-ground was improved by working through Frostig type remediation sheets and inexpensive workbooks with figure-ground exercises. Some progress was noted.

In an attempt to improve self-image, John participated in the group program Developing an Understanding of Self and Others by American Guidance Service. He also did a body trace and wrote a story about himself. Daily records of things John did well were kept and commented upon. An "I Can" chart was maintained at school and there was much positive reinforcement from home. He was encouraged to be proud of his ideas and his work. Rewards for doing well were verbal praise, a pat on the back, sticky labels sent home with accomplishments noted with stars, and sometimes no homework.

In the area of math, John successfully worked through Sand Dollar Shuffle by the Economy Company. This is a workbook designed to develop math readiness skills with special education students. He began Level C in the Pacemaker Series Worksheets in Addition by Fearon Publishers. John has difficulty with subtraction. He would cry when presented with a subtraction task.

V. Recommendations for Parents:

It is recommended that John continue with his reading tutor throughout next year. John needs time to just enjoy playing without academics being the focus of everything. Eye improvement exercises should continue at home. Ignore the whining and counteract it with praise for when he is not whining. Allow John time to be away from his sisters occasionally. Keep a "John Can Do This All By Himself" box for John to deposit index cards with things he can do himself. Try not to always stress neatness. It could be helpful to allow John a few minutes each night when he has the total attention of the family to "shine" and receive positive extra attention by all members.

Encourage him to read anything on his level and supplement the math and reading program with puzzles.

The Mini-Page in Saturday's newspaper is a good resource. Participation in any of the YMCA activities like gymnastics, soccer or swimming would be good. A library card for John will probably promote good reading habits.

VI. Recommendations for School:

It would be advisable to provide success for John. Frequent praise, reassurance and attempts to make him feel worthwhile do wonders to

combat John's tears. John can be encouraged to participate in a group with lots of praise.

High interest, low vocabulary books are suggested for John. He has completed "Go Go VooRoos" by Renee Fuller in Ball-Stick-and-Bird published by TM. Working in cooperation with John's reading tutor could be beneficial.

Some reduction in copy work is advised. Possibly, John can dicate answers to the teacher for questions he needs to answer. He knows more than he is able to put on paper at this time.

ABILITY	INDICATOR(S) OF A POSSIBLE WEAKNESS (WHERE FOUND)		INDICATOR(S) OF A POSSIBLE STRENGTH (WHERE FOUND)		CONFLICT PRESENT
AUDITORY DISCRIMINATION	ITPA AUDITORY MEMORY	S	ITPA SOUND BLENDING	S	
	WISC-R DIGIT SPAN	S			
	PEABODY PVT	S			
	WOODCOCK READING WORD ATTACK	S			
	KEY MATH MISSING ELEMENTS	S			
			KEY MATH MEASUREMENT	S	YES
VISUAL DISCRIMINATION			WISC-R BLOCK DESIGN	P	
			WISC-R OBJECT ASSEMBLY	P	
	KEY MATH GEOMETRY AND SYMBOLS	P			
	ITPA VISUAL ASSOCIATION	S			
			WISC-R SIMILARITIES	S	
			WISC-R PICTURE COMPLETION	S	
	WISC-R PICTURE ARRANGEMENT	S			
	PEABODY PVT	S			
			WOODCOCK READING LETTER IDENTIFICATION	S	
	WOODCOCK READING WORD IDENTIFICATION	S			
	WOODCOCK READING WORD ATTACK	S			
	WOODCOCK READING WORD COMPREHENSION	S			
	WOODCOCK READING PASSAGE COMPREHENSION	S			
			KEY MATH ADDITION	S	
			KEY MATH SUBTRACTION	S	
	KEY MATH MULTIPLICATION	S			
			KEY MATH DIVISION	S	
	KEY MATH NUMERICAL REASONING	S			
	KEY MATH MISSING ELEMENTS	S			
			KEY MATH MONEY	S	
			KEY MATH MEASUREMENT	S	YES
AUDITORY MEMORY SHORT TERM	ITPA AUDITORY MEMORY	P			
			ITPA SOUND BLENDING	P	
	WISC-R DIGIT SPAN	P			
			WISC-R SIMILARITIES	S	
			WISC-R ARITHMETIC	S	
	PEABODY PVT	S			
	KEY MATH GEOMETRY AND SYMBOLS	S			
	KEY MATH MISSING ELEMENTS	S			

ABILITY	INDICATOR(S) OF A POSSIBLE WEAKNESS (WHERE FOUND)	INDICATOR(S) OF A POSSIBLE STRENGTH (WHERE FOUND)	CONFLICT PRESENT
AUDITORY MEMORY SHORT TERM			YES
AUDITORY MEMORY LONG TERM	PEABODY PVT S ALPHABET AND NUMBERS S WOODCOCK READING WORD IDENTIFICATION S WOODCOCK READING WORD ATTACK S WOODCOCK READING WORD COMPREHENSION S WOODCOCK READING PASSAGE COMPREHENSION S	ITPA SOUND BLENDING S WISC-R SIMILARITIES S WISC-R ARITHMETIC S WOODCOCK READING LETTER IDENTIFICATION S	YES
AUDITORY SEQUENTIAL MEMORY	ITPA AUDITORY MEMORY P WISC-R DIGIT SPAN P ALPHABET AND NUMBERS S KEY MATH MULTIPLICATION S	ITPA SOUND BLENDING S KEY MATH ADDITION S KEY MATH SUBTRACTION S KEY MATH DIVISION S	YES
VISUAL MEMORY SHORT TERM	WISC-R DIGIT SPAN S		
VISUAL MEMORY LONG TERM	ALPHABET AND NUMBERS P ITPA VISUAL ASSOCIATION S WISC-R PICTURE ARRANGEMENT S	WISC-R PICTURE COMPLETION P WISC-R SIMILARITIES S WISC-R ARITHMETIC S WISC-R OBJECT ASSEMBLY S	

ABILITY	INDICATOR(S) OF A POSSIBLE WEAKNESS (WHERE FOUND)		INDICATOR(S) OF A POSSIBLE STRENGTH (WHERE FOUND)		CONFLICT PRESENT
VISUAL MEMORY LONG TERM					YES
VISUAL SEQUENTIAL MEMORY	WISC-R PICTURE ARRANGEMENT	P			
	ALPHABET AND NUMBERS	P			
	KEY MATH MULTIPLICATION	S	KEY MATH SUBTRACTION	S	
	KEY MATH NUMERICAL REASONING	S	KEY MATH DIVISION	S	
					YES
TACT./KINES.MEMORY SHORT TERM					
TACT./KINES.MEMORY LONG TERM	DRAW A PERSON	S			
TACT./KINES.SEQUENTIAL MEMORY					
AUDITORY FIGURE GROUND					
VISUAL FIGURE GROUND	ITPA VISUAL ASSOCIATION	S	WISC-R PICTURE COMPLETION	S	
	WISC-R PICTURE ARRANGEMENT	S	WISC-R BLOCK DESIGN	S	
			WISC-R OBJECT ASSEMBLY	S	
			WOODCOCK READING LETTER IDENTIFICATION	S	
	WOODCOCK READING WORD IDENTIFICATION	S			
	WOODCOCK READING WORD ATTACK	S			
	WOODCOCK READING WORD COMPREHENSION	S			
	WOODCOCK READING PASSAGE COMPREHENSION	S			

ABILITY	INDICATOR(S) OF A POSSIBLE WEAKNESS (WHERE FOUND)	INDICATOR(S) OF A POSSIBLE STRENGTH (WHERE FOUND)	CONFLICT PRESENT
VISUAL FIGURE GROUND			YES
TACT./KINES FIGURE GROUND			
OCULAR CONTROL			
FINE MOTOR CONTROL	DRAW A PERSON S ALPHABET AND NUMBERS S		
GROSS MOTOR CONTROL			
LATERALITY			
DIRECTIONALITY	ALPHABET AND NUMBERS P WISC-R PICTURE ARRANGEMENT S WOODCOCK READING WORD IDENTIFICATION S WOODCOCK READING WORD ATTACK S WOODCOCK READING WORD COMPREHENSION S WOODCOCK READING PASSAGE COMPREHENSION S	WISC-R BLOCK DESIGN P WOODCOCK READING LETTER IDENTIFICATION S	YES
BODY IMAGE	DRAW A PERSON P	WISC-R OBJECT ASSEMBLY P	

ABILITY	INDICATOR(S) OF A POSSIBLE WEAKNESS (WHERE FOUND)	INDICATOR(S) OF A POSSIBLE STRENGTH (WHERE FOUND)	CONFLICT PRESENT
BODY IMAGE			YES
REAL WORLD SPACE			
PAPER SPACE	ALPHABET AND NUMBERS P DRAW A PERSON S	WISC-R OBJECT ASSEMBLY S	YES
RHYTHM			
CLOCK TIME			
PART-WHOLE REL. - AUDITORY	KEY MATH MISSING ELEMENTS S	ITPA SOUND BLENDING P	YES
PART-WHOLE REL. - VISUAL	ITPA VISUAL ASSOCIATION S WISC-R PICTURE ARRANGEMENT S DRAW A PERSON S KEY MATH GEOMETRY AND SYMBOLS S	WISC-R PICTURE COMPLETION P WISC-R OBJECT ASSEMBLY P WISC-R BLOCK DESIGN S KEY MATH ADDITION S KEY MATH SUBTRACTION S	YES
LANGUAGE DEVELOP.-RECEPTIVE	PEABODY PVT P		

ABILITY	INDICATOR(S) OF A POSSIBLE WEAKNESS (WHERE FOUND)		INDICATOR(S) OF A POSSIBLE STRENGTH (WHERE FOUND)		CONFLICT PRESENT
LANGUAGE DEVELOP.-RECEPTIVE					YES
LANGUAGE DEVELOP.-EXPRESSIVE			ITPA SOUND BLENDING WISC-R SIMILARITIES	S S	
CONCEPT FORMATION	WOODCOCK READING WORD COMPREHENSION WOODCOCK READING PASSAGE COMPREHENSION ITPA VISUAL ASSOCIATION WISC-R DIGIT SPAN WISC-R PICTURE ARRANGEMENT DRAW A PERSON KEY PATH GEOMETRY AND SYMBOLS KEY MATH MULTIPLICATION KEY MATH NUMERICAL REASONING	P P S S S S S S S	WISC-R SIMILARITIES WISC-R ARITHMETIC WISC-R PICTURE COMPLETION WISC-R BLOCK DESIGN WISC-R OBJECT ASSEMBLY KEY MATH ADDITION KEY MATH SUBTRACTION KEY MATH DIVISION	P P S S S S S S	YES
ABSTRACT REASONING			WISC-R SIMILARITIES WISC-R ARITHMETIC	P S	
PROCESSING	WISC-R PICTURE ARRANGEMENT	S	WISC-R BLOCK DESIGN WISC-R OBJECT ASSEMBLY	S S	YES
SOCIAL MATURITY	WISC-R PICTURE ARRANGEMENT	S			

ABILITY	INDICATOR(S) OF A POSSIBLE WEAKNESS (WHERE FOUND)	INDICATOR(S) OF A POSSIBLE STRENGTH (WHERE FOUND)	CONFLICT PRESENT
SOCIAL MATURITY			
EMOTIONS			
EXPERIENCE BASE	PEABODY PVT P ITPA VISUAL ASSOCIATION S WISC-R PICTURE ARRANGEMENT S DRAW A PERSON S	WISC-R SIMILARITIES S WISC-R ARITHMETIC S WISC-R PICTURE COMPLETION S WISC-R OBJECT ASSEMBLY S	YES
READING ABILITY	WOODCOCK READING WORD IDENTIFICATION P WOODCOCK READING WORD ATTACK P WOODCOCK READING WORD COMPREHENSION P WOODCOCK READING PASSAGE COMPREHENSION P	WOODCOCK READING LETTER IDENTIFICATION P	YES
MATH ABILITY	KEY MATH GEOMETRY AND SYMBOLS P KEY MATH MULTIPLICATION P KEY MATH NUMERICAL REASONING P KEY MATH MISSING ELEMENTS P ALPHABET AND NUMBERS S	WISC-R ARITHMETIC P KEY MATH ADDITION P KEY MATH SUBTRACTION P KEY MATH DIVISION P KEY MATH MONEY P KEY MATH MEASUREMENT P	YES
SPELLING ABILITY			

LEARNING DISABILITY CLINIC
AUBURN UNIVERSITY AT MONTGOMERY
Larry L. Martin, Ph.D., Director

SUMMARY OF TEST RESULTS AND RATING OF PERFORMANCE

IDENT. NUMBER: 0 0 0 0 9 (NAME SUPPLIED AFTER PRINTING)
(1) (2) (3) (4) (5)

GRADE: 0 4 . 9
(6) (7) (8)

DATES OF TESTING: 0 4/2 1, 2 2, - -/8 0
(9) (10) (11) (12) (13) (14) (15) (16) (17) (18)

DATE OF BIRTH: 1 0/1 7/6 9
(19) (20) (21) (22) (23) (24)

CHRONOLOGICAL AGE: 1 0 YRS. 0 6 MOS.
(25) (26) (27) (28)

REFERRED BY: x SCHOOL _ PARENT _ OTHER
(29) (30) (31)

SCHOOL: (NAME SUPPLIED AFTER PRINTING)

ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES

	AGE* SCORE	SCALED SCORE	RATING
AUDITORY RECEPTION	___ YRS ___ MOS (32 33 34 35)	(36 37)	(38)
VISUAL RECEPTION	___ YRS ___ MOS (39 40 41 42)	(43 44)	(45)
VISUAL MEMORY	___ YRS ___ MOS (46 47 48 49)	(50 51)	(52)
AUDITORY ASSOCIATION	___ YRS ___ MOS (53 54 55 56)	(57 58)	(59)
AUDITORY MEMORY	___ YRS ___ MOS (60 61 62 63)	(64 65)	(66)
VISUAL ASSOCIATION	___ YRS ___ MOS (67 68 69 70)	(71 72)	(73)
VISUAL CLOSURE	___ YRS ___ MOS (74 75 76 77)	(78 79)	(80)
VERBAL EXPRESSION	___ YRS ___ MOS (1 2 3 4)	(5 6)	(7)
GRAMMATIC CLOSURE	___ YRS ___ MOS (8 9 10 11)	(12 13)	(14)
MANUAL EXPRESSION	___ YRS ___ MOS (15 16 17 18)	(19 20)	(21)
AUDITORY CLOSURE	___ YRS ___ MOS (22 23 24 25)	(26 27)	(28)
SOUND BLENDING	___ YRS ___ MOS (29 30 31 32)	(33 34)	(35)
OVERALL PSYCHOLINGUISTIC AGE	___ YRS ___ MOS (36 37 38 39)		
MEDIAN SCALED SCORE	(40 41)		
MEAN SCALED SCORE	(42 43)		

*IF 99 YRS. 99 MOS. APPEARS, AGE SCORE IS OVER TOP OF NORMS.

*IF 00 YRS. 00 MOS. APPEARS, AGE SCORE IS OFF BOTTOM OF NORMS.

WECHSLER INTELLIGENCE SCALE FOR CHILDREN - REVISED

VERBAL INTELLIGENCE QUOTIENT 0 8 0
(44 45 46)

PERFORMANCE INTELLIGENCE QUOTIENT 0 7 7
(47 48 49)

FULL SCALE INTELLIGENCE QUOTIENT 0 7 7
(50 51 52)

MENTAL AGE 0 8 YRS 0 1 MOS
(53 54) (55 56)

VERBAL TESTS

	S.S.	RATING
INFORMATION	0 5 (57 58)	3 (59)
SIMILARITIES	1 0 (60 61)	2 (62)

	S.S.	RATING
ARITHMETIC	0 5 (63 64)	3 (65)
VOCABULARY	0 6 (66 67)	3 (68)
COMPREHENSION	0 8 (69 70)	3 (71)
DIGIT SPAN	0 5 (72 73)	3 (74)

PERFORMANCE TESTS

	S.S.	RATING
PICTURE COMPLETION	0 8 (75 76)	3 (77)
PICTURE ARRANGEMENT	0 9 (78 79)	2 (80)
BLOCK DESIGN	0 7 (1 2)	3 (3)
OBJECT ASSEMBLY	0 7 (4 5)	3 (6)
CODING	0 2 (7 8)	3 (9)
MAZES	(10 11)	(12)

PEABODY PICTURE VOCABULARY TEST

RAW SCORE 0 6 2 (13 14 15)

MENTAL AGE 0 7 YRS 0 3 MOS (16 17 18 19)

I.Q. 0 7 1 (20 21 22)

% 0 2 (23 24)

RATING 3 (25)

BENDER MOTOR GESTALT TEST

KOPPITZ SCORE OF 0 4 (26 27)

AGE EQUIVALENT (28 29 30 31)

GRADE EQUIVALENT (32 33)

RATING 3 (34)

VINELAND SOCIAL MATURITY SCALE

	RATING
SELF-HELP	(35)
COMMUNICATION	(36)
SELF-DIRECTION	(37)
SOCIALIZATION	(38)
LOCOMOTION	(39)
OCCUPATION	(40)

PUPIL BEHAVIOR RATING SCALE

	AVERAGE SCORE	RATING
AUDITORY COMPREHENSION	(41 42)	(43)
SPOKEN LANGUAGE	(44 45)	(46)
ORIENTATION	(47 48)	(49)

	AVERAGE SCORE	RATING
MOTOR-COORDINATION	50 51	52
PERSONAL SOCIAL ADJUSTMENT	53 54	55

DRAW A PERSON

COMMENT(S) ON PERFORMANCE
Adequate

RATING 2 (56)

ALPHABET AND NUMBERS

COMMENT(S) ON PERFORMANCE
Adequate - Presses down hard-holds pencil at end-trouble with sequence, omitted E, put T after I and after S, mixed capital and small letters.

RATING 3 (57)

DENVER DEVELOPMENTAL SCREENING SCALE

	RATING
PERSONAL-SOCIAL	58
FINE MOTOR	59
LANGUAGE	60
GROSS MOTOR	61

FROSTIG-DEVELOPMENTAL TEST OF VISUAL PERCEPTION

	AGE SCORE	SCALED SCORE	RATING
EYE-MOTOR COORDINATION	62 63 64 65	66 67	68
FIGURE-GROUND	69 70 71 72	73 74	75
SHAPE CONSTANCY	76 77 78 79	80 1	2
POSITION IN SPACE	3 4 5 6	7 8	9
SPATIAL RELATIONS	10 11 12 13	14 15	16

BERRY-BUKTENICA DEVELOPMENTAL TEST OF VISUAL-MOTOR INTEGRATION

RAW SCORE 0 9 (17 18)

V.M.I. AGE 0 5 YRS. 0 3 MOS (19 20 21 22)

RATING 3 (23)

PURDUE PERCEPTUAL MOTOR SURVEY

	NUMERICAL SCORE	RATING
WALKING BEAM	24	25
JUMPING	26	27
IDENTIFICATION OF BODY PARTS	28	29
IMITATION OF MOVEMENT	30	31
OBSTACLE COURSE	32	33
KRAUS WEBER	34	35
ANGELS IN SNOW	36	37
CHALKBOARD	38	39
RHYTHMIC WRITING	40	41

	NUMERICAL SCORE	RATING
OCULAR PURSUITS		3 / 43
VISUAL ACHIEVEMENT FORMS	42 / 44	

Couldn't converge, right worse than left, complete refractory and non-refractory.

MARTIN SCREENING TEST FOR MOTOR DISABILITIES

	ITEM SCORE	RATING
HOP FORWARD	46	47
TOUCH TOE REACH	48	49
BEAM WALK	50	51
KINESTHETIC ARM STRENGTH	52	53
TOTAL SCORE	54 55	

WEPMAN AUDITORY DISCRIMINATION TEST

X= 0 (56) 4/3 (57 58) 0 (59) Y= 0 (60) 0/1 (61 62) 0 (63)

RATING 3 (64)

WOODCOCK READING MASTERY TEST FORM A OR B

	EASY READING LEVEL 96%	READING GRADE SCORE 90%	FAILURE READING LEVEL 75%	RELATIVE MASTERY %	PERCENTILE RANK %	RATING
LETTER IDENTIFICATION	0 2.1 (65 66 67)	0 2.5 (68 69 70)	0 2.9 (71 72 73)	0 0 (74 75)	0 0 (76 77)	3 (78)
WORD IDENTIFICATION	0 2.6 (79 80 1)	0 2.9 (2 3 4)	0 3.3 (5 6 7)	0 0 (8 9)	0 0 (10 11)	3 (12)
WORD ATTACK	0 2.1 (13 14 15)	0 2.8 (16 17 18)	0 3.8 (19 20 21)	0 0 (22 23)	0 0 (24 25)	3 (26)
WORD COMPREHENSION	0 2.0 (27 28 29)	0 2.6 (30 31 32)	0 3.3 (33 34 35)	0 0 (36 37)	0 0 (38 39)	3 (40)
PASSAGE COMPREHENSION	0 2.6 (41 42 43)	0 3.1 (44 45 46)	0 4.0 (47 48 49)	0 0 (50 51)	0 0 (52 53)	3 (54)
TOTAL READING	0 2.6 (55 56 57)	0 2.9 (58 59 60)	0 3.4 (61 62 63)	0 0 (64 65)	0 0 (66 67)	

KEY MATH

	GRADE EQUIVALENT	RATING
NUMERATION	2.9 (68 69)	3 (70)
FRACTIONS	3.6 (71 72)	3 (73)
GEOMETRY AND SYMBOLS	3.6 (74 75)	3 (76)
ADDITION	2.5 (77 78)	3 (79)
SUBTRACTION	2.7 (80 1)	3 (2)
MULTIPLICATION	3.3 (3 4)	3 (5)
DIVISION	4.2 (6 7)	3 (8)
MENTAL COMPUTATION	3.3 (9 10)	3 (11)
NUMERICAL REASONING	1.8 (12 13)	3 (14)
WORD PROBLEMS	1.2 (15 16)	3 (17)
MISSING ELEMENTS	3.6 (18 19)	3 (20)
MONEY	3.3 (21 22)	3 (23)

	GRADE EQUIVALENT	RATING
MEASUREMENT	2.6 (24 25)	3 (26)
TIME	3.3 (27 28)	3 (29)
TOTAL TEST	2.9 (30 31)	

WIDE RANGE ACHIEVEMENT TEST

	GRADE	S.S.	%	RATING
READING	0.3.3 (32 33 34)	083 (35 36 37)	13 (38 39)	3 (40)
ARITHMETIC	0.3.9 (41 42 43)	086 (44 45 46)	06 (47 48)	3 (49)
SPELLING	0.2.9 (50 51 52)	077 (53 54 55)	18 (56 57)	3 (58)

DETROIT TESTS OF LEARNING APTITUDE

	AGE SCORE*	RATING
PICTORIAL ABSURDITIES	YRS MOS (59 60 61 62)	63
VERBAL ABSURDITIES	05 YRS 00 MOS (64 65 66 67)	3 (68)
PICTORIAL OPPOSITES	YRS MOS (69 70 71 72)	73
VERBAL OPPOSITES	09 YRS 09 MOS (74 75 76 77)	2 (78)
MOTOR SPEED	06 YRS 00 MOS (79 80 1 2)	3 (3)
AUDIT. ATTN. SPAN UNREL. WRDS.	06 YRS 10 MOS (4 5 6 7)	3 (8)
ORAL COMMISSIONS	YRS MOS (9 10 11 12)	13
SOCIAL ADJUSTMENT A	YRS MOS (14 15 16 17)	18
VISUAL ATTN. SPAN FOR OBJ.	YRS MOS (19 20 21 22)	23
ORIENTATION	YRS MOS (24 25 26 27)	28
FREE ASSOCIATION	YRS MOS (29 30 31 32)	33
DESIGNS	09 YRS 09 MOS (34 35 36 37)	2 (38)
AUDIT. ATTEN. SPAN FOR REL. SYLL.	YRS MOS (39 40 41 42)	43
NUMBER ABILITY	YRS MOS (44 45 46 47)	48
SOCIAL ADJUSTMENT B	06 YRS 09 MOS (49 50 51 52)	3 (53)
VISUAL ATTN. SPAN FOR LETTERS	08 YRS 09 MOS (54 55 56 57)	3 (58)
DISARRANGED PICTURES	YRS MOS (59 60 61 62)	63
ORAL DIRECTIONS	06 YRS 09 MOS (64 65 66 67)	3 (68)
LIKENESSES AND DIFFERENCES	09 YRS 09 MOS (69 70 71 72)	2 (73)
MEDIAN MENTAL AGE	06 YRS 10 MOS (74 75 76 77)	

ADDITIONAL INFORMATION

	OBSERVATION DURING TESTING RATING	REPORTED BY TEACHER RATING	REPORTED BY PARENT RATING	COLORADO CHECKLIST RATING
AUDIT. DISC.	(78)	(79)	(80)	(1)
VISUAL DISC.	(2)	(3)	(4)	(5)
AUDIT. MEMORY SHORT TERM	(6)	(7)	(3)	(9)

	OBSERVATIONS DURING TESTING	REPORTED BY TEACHER	REPORTED BY PARENT	COLORADO CHECKLIST
	RATING	RATING	RATING	RATING
AUDIT. MEMORY LONG TERM	10	11	12	13
AUDIT. SEQUENTIAL MEMORY	14	15	16	17
VISUAL MEMORY SHORT TERM	18	19	20	21
VISUAL MEMORY LONG TERM	22	23	24	25
VISUAL SEQUENTIAL MEMORY	26	27	28	29
TACT./KINES. MEMORY SHORT TERM	30	31	32	33
TACT./KINES. MEMORY LONG TERM	34	35	36	37
TACT./KINES SEQUENTIAL MEMORY	38	39	40	41
AUDITORY FIGURE-GROUND	42	43	44	45
VISUAL FIGURE-GROUND	46	47	48	49
TACT./KINES. FIGURE-GROUND	50	51	52	53
OCULAR CONTROL	54	55	56	57
FINE MOTOR CONTROL	58	59	60	61
GROSS MOTOR CONTROL	62	63	64	65
LATERALITY	66	67	68	69
DIRECTIONALITY	70	71	72	73
BODY IMAGE	74	75	76	77
REAL WORLD SPACE	78	79	80	1
PAPER SPACE	2	3	4	5
RHYTHM	6	7	8	9
CLOCK TIME	10	11	12	13
PART-WHOLE REL. - AUDITORY	14	15	16	17
PART-WHOLE REL. - VISUAL	18	19	20	21
LANGUAGE DEVELOP. - RECEPTIVE	22	23	24	25
LANGUAGE DEVELOP. - EXPRESSIVE	26	27	28	29
CONCEPT FORMATION	30	31	32	33
ABSTRACT REASONING	34	35	36	37
PROCESSING	38	39	40	41
SOCIAL MATURITY	42	43	44	45
EMOTIONS	46	47	48	49
EXPERIENCE BASE	50	51	52	53
READING ABILITY	54	55	56	57
MATH ABILITY	58	59	60	61
SPELLING ABILITY	62	63	64	65

Summer Therapeutic Educational Program

Learning Disability Clinic
Auburn University at Montgomery
August 1980

Summary of Test Results

Name: 00009
Date of Birth:
Chronological Age:
Grade:
Date of Testing:
Age at Testing:

Detroit Tests of Learning Aptitude

	Age Score
Median Mental Age	6.10
Pictorial Absurdities	--
Verbal Absurdities	5.0
Pictorial Opposites	--
Verbal Opposites	9.9
Motor Speed	6.0
Aud. Atten. Span for Unrel. Words	6.10
Social Adjustment A	--
Visual Attention Span for Objects	--
Orientation	--
Free Association	--
Designs	9.9
Auditory Attention Span for Related Syllables	--
Number Ability	--
Social Adjustment B	6.9
Visual Attention Span for Letters	8.9
Disarranged Pictures	--
Oral Directions	6.9
Likenesses and Differences	9.9

Woodcock Reading Mastery Test - Form A

	Reading Grade Score
Letter Identification	2.5
Word Identification	2.9
Word Attack	2.8
Word Comprehension	2.6
Passage Comprehension	3.1
Total Reading	2.9

Draw a Person

Adequate

Wechsler Intelligence Scale for Children - Revised

Verbal Tests	S.S.
Information	5
Similarities	10
Arithmetic	5
Vocabulary	6
Comprehension	8
Digit Span	5

Performance Tests	S.S.
Picture Completion	8
Picture Arrangement	9
Block Design	7
Object Assembly	7
Coding	2
Mazes	--

Key Math

	Grade Equivalent
Numeration	2.9
Fractions	3.6
Geometry and Symbols	3.6
Addition	2.5
Subtraction	2.7
Multiplication	3.3
Division	4.2
Mental Computation	3.3
Numerical Reasoning	1.8
Word Problems	1.2
Missing Elements	3.6
Money	3.3
Measurement	2.6
Time	3.3
Total Test	2.9

Peabody Picture Vocabulary Test

Raw Score	62
Mental Age	7 yrs. 3 mos.

Bender Motor Gestalt Test

Koppitz Score of 4
Age Equivalent 10.6

Dolch Basic Sight Word List

Raw Score 207/220
Grade Level 2.8

Wide Range Achievement Test

	Grade	S.S.	%
Reading	3.3	83	13
Arithmetic	3.9	86	18
Spelling	2.9	77	6

Beery-Buktenica Developmental Test of Visual-Motor Integration

Raw Score 9
V.M.I. Age 5 Yrs. 3 Mos.

Ocular Control

Couldn't converge
Right eye worse than left
Complete refractory and non-refractory examination suggested (Exam completed, wears glasses and is now being treated)

Wepman Auditory Discrimination Test

X = 4/30 Y = 0/10

Alphabet & Numbers

Numbers = Adequate
Presses down hard, holds pencil at end
Alphabet = Trouble with sequence, omitted E, Put T after I, and after S, mixed capital and small letters.

Telebinocular

Referred for refractory and non-refractory exam.

Dvorine Plates

Pass

Audiometer

Pass

I. Strengths:

Test results and teacher observation indicate that Chris has relative strengths in the following process abilities: fine motor control (manipulation of objects, not pencil paper tasks) long term auditory memory, auditory discrimination and receptive language development.

Chris appears quiet and will attempt assigned tasks on his own initiative when he has had experience with the task and/or materials, and comprehends what is expected of him.

II. Weaknesses:

Test results and teacher observation indicate that Chris has weaknesses in the following process abilities concerning the visual channel: discrimination, short term memory, long term memory, figure-ground, sequencing and part-whole relationships. Regarding auditory channel weaknesses, short term memory, sequencing and part-whole relationships are deficit areas for Chris.

Weaknesses concerning motor areas are: paper space, real world space, directionality, fine motor (pencil paper-motor speed), and gross motor deficits. The following weaknesses were also indicated by test results: expressive language development, social maturity, processing, abstract reasoning, concept formation, and experience base.

III. Learning Style:

Chris appears to learn best when he is presented with materials in a multi-sensory manner. However, he is able to occasionally remember material presented auditorily only, several days later. Chris prefers to work alone, and profits most from a one-to-one situation with the teacher. Chris seeks frequent reassurance from the teacher before answering and works very slowly on tasks he does not wish to complete.

IV. Program Implemented:

In reading, emphasis was placed on a high visual approach, using Ball-Stick-and-Bird, Bowmar, Reading Comprehension Series, and Bowmar-Noble Gold Dust Books. A multi-modality approach to word recognition was utilized.

However, emphasis in the program this summer was placed on shaping Chris' classroom behavior toward an independent, self-paced work pattern, without teacher intervention. To accomplish this, small easy tasks were written on separate cards. Chris was allowed a choice of task sequence. After he had completed a specified number of cards, he was asked to see the teacher. He was then allowed to construct something from clay or to do other art projects. Because Chris identified with the male co-teacher in class, he was assigned to work with him in math.

The daily class sessions began with a 15 minute reading lesson, which was extended to 25 minutes. Chris was able to stay on reading task

for the full 25 minutes and his negative comments about reading gradually decreased. His visual attention appeared noticeably improved.

Incorporated into the learning situation was much emphasis on improving Chris' self-confidence and self-concept. This was done by allowing Chris to lead the group to and from class, giving Chris the opportunity to teach fellow classmates a game and discouraging him from using the term "I don't know," or shrugging his shoulders. He was told these were inappropriate responses, and would not be accepted in the classroom. Emphasis was placed on the fact that Chris did know something.

Effort was made to give Chris as much opportunity as possible to make decisions, any decisions, within a reasonable length of time. He was allowed to choose the sequence of tasks, route to and from classroom, his snack at break and the method of purchase. Chris' opinion in class discussions and during break was sought and attention was paid to him when he expressed it. Because Chris appeared to follow everyone else's lead, it was necessary to question him first and consider the quality of his answer. Genuine interest in his verbalizations was shown by his peers.

In an effort to increase Chris' number of tasks, shorten the time required for task completion, and processing time, Chris' activities were clock timed. He was allowed an estimation, and then encouraged to beat his guess as he set the timer. He was able to do this 85-90% of the time because he usually over-estimated, at first, but finally brought his guess time down to a more realistic estimate. He was also encouraged to make his decisions in answering math or reading comprehension questions as rapidly as possible, and was praised for quick answers. Chris' progress in this area was not adequate.

V. Recommendations for Parents:

In an effort to help Chris become more self-reliant and less dependent, it is suggested that Chris make as many personal and social decisions, as possible, as well as, take responsibility for some household tasks. Allowing Chris to take telephone messages, and repeating them to the intended recipient, asking Chris to deliver verbal and/or written messages to neighbors, or to make small purchases independently are activities which might increase his confidence in social situations.

Playing games with Chris as a family which would require hand-eye coordination, and decision making such as Sorry or Checkers could help Chris in processing information and decision making.

VI. Recommendations for School:

Use of high interest, low-vocabulary reading material might prove more motivating for Chris, and aid in a more positive attitude toward reading.

Placing assignments in a series of small tasks, from which Chris can choose the sequence of tasks, within an alloted time, is recommended.

Allowing Chris to be the leader, teacher, or some other responsible role might give Chris a feeling of self-importance and aid in increasing his self-concept and confidence.

Refusing to accept "I don't know" or a shoulder shrug as an answer could aid Chris to process information and increase his skill in language expression.

It is recommended that Chris be allowed as many opportunities as possible to make decisions, as quickly as possible.

Chris related well with the male co-teacher who was involved in his program. It is suggested that if at all possible Chris be assigned a male teacher for a portion of the school week. For example, he could be mainstreamed into the regular physical education class from his adapted program. In addition, an older male student tutor could be utilized for extra help in academic areas.

ABILITY	INDICATOR(S) OF A POSSIBLE WEAKNESS (WHERE FOUND)		INDICATOR(S) OF A POSSIBLE STRENGTH (WHERE FOUND)	CONFLICT PRESENT
AUDITORY DISCRIMINATION	WEPMAN AUDITORY DISCRIMINATION	P		
	WISC-R VOCABULARY	S		
	WISC-R DIGIT SPAN	S		
	PEABODY PVT	S		
	WOODCOCK READING WORD ATTACK	S		
	KEY MATH MENTAL COMPUTATION	S		
	KEY MATH WORD PROBLEMS	S		
	KEY MATH MISSING ELEMENTS	S		
	KEY MATH MEASUREMENT	S		
	WRAT SPELLING	S		
	DETROIT TLA VERBAL ABSURDITIES	S		
	DETROIT TLA AUDITORY ATTN UNREL SYLL	S		
	DETROIT TLA SOCIAL ADJUSTMENT B	S		
	DETROIT TLA ORAL DIRECTIONS	S		
VISUAL DISCRIMINATION	WISC-R BLOCK DESIGN	P		
	WISC-R OBJECT ASSEMBLY	P		
	BENDER MOTOR GESTALT TEST	P		
	BEERY BUKTENICA	P		
	KEY MATH NUMERATION	P		
	KEY MATH GEOMETRY AND SYMBOLS	P		
	DETROIT TLA VISUAL ATTN SPAN LETTERS	P		
	WISC-R PICTURE COMPLETION	S		
	WISC-R CODING	S		
	PEABODY PVT	S		
	WOODCOCK READING LETTER IDENTIFICATION	S		
	WOODCOCK READING WORD IDENTIFICATION	S		
	WOODCOCK READING WORD ATTACK	S		
	WOODCOCK READING WORD COMPREHENSION	S		
	WOODCOCK READING PASSAGE COMPREHENSION	S		
	KEY MATH FRACTIONS	S		
	KEY MATH ADDITION	S		
	KEY MATH SUBTRACTION	S		
	KEY MATH MULTIPLICATION	S		
	KEY MATH DIVISION	S		
	KEY MATH MENTAL COMPUTATION	S		
	KEY MATH NUMERICAL REASONING	S		
	KEY MATH WORD PROBLEMS	S		
	KEY MATH MISSING ELEMENTS	S		
	KEY MATH MONEY	S		
	KEY MATH MEASUREMENT	S		
	KEY MATH TIME	S		
	WRAT READING	S		
	WRAT ARITHMETIC	S		

ABILITY	INDICATOR(S) OF A POSSIBLE WEAKNESS (WHERE FOUND)		INDICATOR(S) OF A POSSIBLE STRENGTH (WHERE FOUND)	CONFLICT PRESENT
VISUAL DISCRIMINATION				
AUDITORY MEMORY SHORT TERM	WISC-R DIGIT SPAN	P		
	DETROIT TLA AUDITORY ATTN UNREL SYLL	P		
	DETROIT TLA ORAL DIRECTIONS	P		
	WISC-R ARITHMETIC	S		
	PEABODY PVT	S		
	WEPMAN AUDITORY DISCRIMINATION	S		
	KEY MATH NUMERATION	S		
	KEY MATH FRACTIONS	S		
	KEY MATH GEOMETRY AND SYMBOLS	S		
	KEY MATH MENTAL COMPUTATION	S		
	KEY MATH WORD PROBLEMS	S		
	KEY MATH MISSING ELEMENTS	S		
	KEY MATH MONEY	S		
	KEY MATH MEASUREMENT	S		
	KEY MATH TIME	S		
	WRAT SPELLING	S		
	DETROIT TLA VERBAL ABSURDITIES	S		
AUDITORY MEMORY LONG TERM	WISC-R INFORMATION	S		
	WISC-R ARITHMETIC	S		
	WISC-R VOCABULARY	S		
	WISC-R COMPREHENSION	S		
	PEABODY PVT	S		
	ALPHABET AND NUMBERS	S		
	WOODCOCK READING LETTER IDENTIFICATION	S		
	WOODCOCK READING WORD IDENTIFICATION	S		
	WOODCOCK READING WORD ATTACK	S		
	WOODCOCK READING WORD COMPREHENSION	S		
	WOODCOCK READING PASSAGE COMPREHENSION	S		
	WRAT READING	S		
	WRAT ARITHMETIC	S		
	WRAT SPELLING	S		
	DETROIT TLA VERBAL ABSURDITIES	S		
	DETROIT TLA SOCIAL ADJUSTMENT B	S		
AUDITORY SEQUENTIAL MEMORY	WISC-R DIGIT SPAN	P		

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ABILITY	INDICATOR(S) OF A POSSIBLE WEAKNESS (WHERE FOUND)		INDICATOR(S) OF A POSSIBLE STRENGTH (WHERE FOUND)	CONFLICT PRESENT
AUDITORY SEQUENTIAL MEMORY				
VISUAL MEMORY SHORT TERM	DETROIT TLA VISUAL ATTN SPAN LETTERS	P		
	WISC-R DIGIT SPAN	S		
	WISC-R CODING	S		
VISUAL MEMORY LONG TERM	WISC-R PICTURE COMPLETION	P		
	ALPHABET AND NUMBERS	P		
	WISC-R INFORMATION	S		
	WISC-R ARITHMETIC	S		
	WISC-R VOCABULARY	S		
	WISC-R OBJECT ASSEMBLY	S		
	WCGDCCCK READING LETTER IDENTIFICATION	S		
	WLGDCCCK READING WORD IDENTIFICATION	S		
	WCGDCCCK READING WORD ATTACK	S		
	WCGDCCCK READING WORD COMPREHENSION	S		
	WOGDCCCK READING PASSAGE COMPREHENSION	S		
	KEY MATH NUMERATION	S		
	KEY MATH FRACTIONS	S		
	KEY MATH GEOMETRY AND SYMBOLS	S		
	KEY MATH ADDITION	S		
	KEY MATH SUBTRACTION	S		
	KEY MATH MULTIPLICATION	S		
	KEY MATH DIVISION	S		
	KEY MATH MENTAL COMPUTATION	S		
	KEY MATH NUMERICAL REASONING	S		
	KEY MATH WORD PROBLEMS	S		
	KEY MATH MISSING ELEMENTS	S		
	KEY MATH MONEY	S		
	KEY MATH MEASUREMENT	S		
	KEY MATH TIME	S		
	WRAT READING	S		
	WRAT ARITHMETIC	S		
	WRAT SPELLING	S		
	DETROIT TLA VERBAL ABSURDITIES	S		
	DETROIT TLA SOCIAL ADJUSTMENT B	S		
VISUAL SEQUENTIAL MEMORY	ALPHABET AND NUMBERS	P		

ABILITY	INDICATOR(S) OF A POSSIBLE WEAKNESS (WHERE FOUND)		INDICATOR(S) OF A POSSIBLE STRENGTH (WHERE FOUND)	CONFLICT PRESENT
VISUAL SEQUENTIAL MEMORY				
IACT./KINES.MEMORY SHORT TERM				
IACT./KINES.MEMORY LONG TERM	PURDUE PMS OCULAR PURSUITS	P		
	DETROIT TLA MOTOR SPEED	P		
	BENDER MOTOR GESTALT TEST	S		
	WRAT SPELLING	S		
	DETROIT TLA ORAL DIRECTIONS	S		
IACT./KINES.SEQUENTIAL MEMORY	WRAT SPELLING	S		
AUDITORY FIGURE GROUND				
VISUAL FIGURE GROUND	DETROIT TLA MOTOR SPEED	P		
	WISC-R PICTURE COMPLETION	S		
	WISC-R BLOCK DESIGN	S		
	WISC-R OBJECT ASSEMBLY	S		
	WISC-R CODING	S		
	WOODCOCK READING LETTER IDENTIFICATION	S		
	WOODCOCK READING WORD IDENTIFICATION	S		
	WOODCOCK READING WORD ATTACK	S		
	WOODCOCK READING WORD COMPREHENSION	S		
	WOODCOCK READING PASSAGE COMPREHENSION	S		
	KEY MATH NUMERATION	S		
	KEY MATH FRACTIONS	S		
	KEY MATH GEOMETRY AND SYMBOLS	S		
	KEY MATH ADDITION	S		
	KEY MATH SUBTRACTION	S		
	KEY MATH MULTIPLICATION	S		
	KEY MATH DIVISION	S		
	KEY MATH MENTAL COMPUTATION	S		

ABILITY	INDICATOR(S) OF A POSSIBLE WEAKNESS (WHERE FOUND)		INDICATOR(S) OF A POSSIBLE STRENGTH (WHERE FOUND)	CONFLICT PRESENT
VISUAL FIGURE GROUND				
TACT./KINES FIGURE GROUND				
OCULAR CONTROL	PURDUE PMS OCULAR PURSUITS	P		
FINE MOTOR CONTROL	BENDER MOTOR GESTALT TEST	P		
	BEERY BUKTENICA	P		
	PURDUE PMS OCULAR PURSUITS	P		
	DETROIT TLA MOTOR SPEED	P		
	ALPHABET AND NUMBERS	S		
	DETROIT TLA ORAL DIRECTIONS	S		
GROSS MOTOR CONTROL				
LATERALITY	PURDUE PMS OCULAR PURSUITS	P		
DIRECTIONALITY	WISC-R BLOCK DESIGN	P		
	WISC-R CODING	P		
	BENDER MOTOR GESTALT TEST	P		
	ALPHABET AND NUMBERS	P		
	BEERY BUKTENICA	P		
	WOODCOCK READING LETTER IDENTIFICATION	S		
	WOODCOCK READING WORD IDENTIFICATION	S		
	WOODCOCK READING WORD ATTACK	S		
	WOODCOCK READING WORD COMPREHENSION	S		
	WOODCOCK READING PASSAGE COMPREHENSION	S		
	WRAT READING	S		

ABILITY	INDICATOR(S) OF A POSSIBLE WEAKNESS (WHERE FOUND)		INDICATOR(S) OF A POSSIBLE STRENGTH (WHERE FOUND)	CONFLICT PRESENT
DIRECTIONALITY				
BODY IMAGE	WISC-R OBJECT ASSEMBLY	P		
REAL WORLD SPACE				
PAPER SPACE	BENDER MOTOR GESTALT TEST	P		
	ALPHABET AND NUMBERS	P		
	BEERY BUKTENICA	P		
	DETROIT TLA MOTOR SPEED	P		
	WISC-R OBJECT ASSEMBLY	S		
	DETROIT TLA CRAL DIRECTIONS	S		
RHYTHM				
CLOCK TIME	KEY MATH TIME	P		
PART-WHOLE REL. - AUDITORY	KEY MATH MISSING ELEMENTS	S		
PART-WHOLE REL. - VISUAL	WISC-R PICTURE COMPLETION	P		
	WISC-R OBJECT ASSEMBLY	P		
	WISC-R BLOCK DESIGN	S		
	KEY MATH NUMERATION	S		
	KEY MATH FRACTIONS	S		

ABILITY	INDICATOR(S) OF A POSSIBLE WEAKNESS (WHERE FOUND)		INDICATOR(S) OF A POSSIBLE STRENGTH (WHERE FOUND)	CONFLICT PRESENT
PARI-WHELL REL. - VISUAL				
LANGUAGE DEVELOP.-RECEPTIVE	PEABODY PVT	P		
	DETROIT TLA VERBAL ABSURDITIES	S		
	DETROIT TLA CHAL DIRECTIONS	S		
LANGUAGE DEVELOP.-EXPRESSIVE	WISC-R VOCABULARY	P		
	WISC-R INFORMATION	S		
	WISC-R COMPREHENSION	S		
	DETROIT TLA VERBAL ABSURDITIES	S		
	DETROIT TLA SOCIAL ADJUSTMENT B	S		
CONCEPT FORMATION	WISC-R INFORMATION	P		
	WISC-R ARITHMETIC	P		
	WISC-R COMPREHENSION	P		
	WOODCOCK READING WORD COMPREHENSION	P		
	WOODCOCK READING PASSAGE COMPREHENSION	P		
	WISC-R VOCABULARY	S		
	WISC-R DIGIT SPAN	S		
	WISC-R PICTURE COMPLETION	S		
	WISC-R BLOCK DESIGN	S		
	WISC-R OBJECT ASSEMBLY	S		
	KEY MATH NUMERATION	S		
	KEY MATH FRACTIONS	S		
	KEY MATH GEOMETRY AND SYMBOLS	S		
	KEY MATH ADDITION	S		
	KEY MATH SUBTRACTION	S		
	KEY MATH MULTIPLICATION	S		
	KEY MATH DIVISION	S		
	KEY MATH NUMERICAL REASONING	S		
	DETROIT TLA VERBAL ABSURDITIES	S		
	DETROIT TLA SOCIAL ADJUSTMENT B	S		
ABSTRACT REASONING	WISC-R ARITHMETIC	S		

STUDENT NUMBER 9

LEARNING DISABILITY CLINIC

AUBURN UNIVERSITY AT MONTGOMERY, AL

07/30/80

ABILITY	INDICATOR(S) OF A POSSIBLE WEAKNESS (WHERE FOUND)		INDICATOR(S) OF A POSSIBLE STRENGTH (WHERE FOUND)	CONFLICT PRESENT
ABSTRACT REASONING				
PROCESSING	WISC-R BLOCK DESIGN	S		
	WISC-R OBJECT ASSEMBLY	S		
	WISC-R CODING	S		
SOCIAL MATURITY	WISC-R COMPREHENSION	P		
	DETROIT TLA SOCIAL ADJUSTMENT B	P		
	WISC-R INFORMATION	S		
	WISC-R VOCABULARY	S		
EMOTIONS:				
EXPERIENCE BASE	WISC-R INFORMATION	P		
	WISC-R COMPREHENSION	P		
	PEABODY PVT	P		
	WISC-R ARITHMETIC	S		
	WISC-R VOCABULARY	S		
	WISC-R PICTURE COMPLETION	S		
	WISC-R OBJECT ASSEMBLY	S		
	WISC-R CODING	S		
	DETROIT TLA SOCIAL ADJUSTMENT B	S		
	DETROIT TLA VISUAL ATTN SPAN LETTERS	S		
	DETROIT TLA CRAL DIRECTIONS	S		
READING ABILITY	WOODCOCK READING LETTER IDENTIFICATION	P		
	WOODCOCK READING WORD IDENTIFICATION	P		
	WOODCOCK READING WORD ATTACK	P		
	WOODCOCK READING WORD COMPREHENSION	P		
	WOODCOCK READING PASSAGE COMPREHENSION	P		
	WRAT READING	P		

ABILITY	INDICATOR(S) OF A POSSIBLE WEAKNESS (WHERE FOUND)		INDICATOR(S) OF A POSSIBLE STRENGTH (WHERE FOUND)	CONFLICT PRESENT
READING ABILITY				
MATH ABILITY	WISC-R ARITHMETIC	P		
	KEY MATH NUMERATION	P		
	KEY MATH FRACTIONS	P		
	KEY MATH GEOMETRY AND SYMBOLS	P		
	KEY MATH ADDITION	P		
	KEY MATH SUBTRACTION	P		
	KEY MATH MULTIPLICATION	P		
	KEY MATH DIVISION	P		
	KEY MATH MENTAL COMPUTATION	P		
	KEY MATH NUMERICAL REASONING	P		
	KEY MATH WORD PROBLEMS	P		
	KEY MATH MISSING ELEMENTS	P		
	KEY MATH MONEY	P		
	KEY MATH MEASUREMENT	P		
	KEY MATH TIME	P		
	WRAT ARITHMETIC	P		
	ALPHABET AND NUMBERS	S		
SPELLING ABILITY	WRAT SPELLING	P		

LEARNING DISABILITY CLINIC
AUBURN UNIVERSITY AT MONTGOMERY
Larry L. Martin, Ph.D., Director

SUMMARY OF TEST RESULTS AND RATING OF PERFORMANCE

IDENT. NUMBER: 0 0 0 2 8 (NAME SUPPLIED AFTER PRINTING)
(1) (2) (3) (4) (5)

GRADE: 0 8 9
(6) (7) (8)

DATES OF TESTING: 0 5 / 2 1 , 2 2 , __ / 8 0
(9) (10) (11) (12) (13) (14) (15) (16) (17) (18)

DATE OF BIRTH: 0 4 / 0 3 / 6 6
(19) (20) (21) (22) (23) (24)

CHRONOLOGICAL AGE: 1 4 YRS. 0 2 MOS.
(25) (26) (27) (28)

REFERRED BY: X (29) SCHOOL (30) PARENT (31) OTHER

SCHOOL: (NAME SUPPLIED AFTER PRINTING)

ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES

	AGE* SCORE	SCALED SCORE	RATING
AUDITORY RECEPTION	__ __ YRS __ __ MOS (32) (33) (34) (35)	(36) (37)	(38)
VISUAL RECEPTION	__ __ YRS __ __ MOS (39) (40) (41) (42)	(43) (44)	(45)
VISUAL MEMORY	__ __ YRS __ __ MOS (46) (47) (48) (49)	(50) (51)	(52)
AUDITORY ASSOCIATION	__ __ YRS __ __ MOS (53) (54) (55) (56)	(57) (58)	(59)
AUDITORY MEMORY	__ __ YRS __ __ MOS (60) (61) (62) (63)	(64) (65)	(66)
VISUAL ASSOCIATION	__ __ YRS __ __ MOS (67) (68) (69) (70)	(71) (72)	(73)
VISUAL CLOSURE	__ __ YRS __ __ MOS (74) (75) (76) (77)	(78) (79)	(80)
VERBAL EXPRESSION	__ __ YRS __ __ MOS (1) (2) (3) (4)	(5) (6)	(7)
GRAMMATIC CLOSURE	__ __ YRS __ __ MOS (8) (9) (10) (11)	(12) (13)	(14)
MANUAL EXPRESSION	__ __ YRS __ __ MOS (15) (16) (17) (18)	(19) (20)	(21)
AUDITORY CLOSURE	__ __ YRS __ __ MOS (22) (23) (24) (25)	(26) (27)	(28)
SOUND BLENDING	__ __ YRS __ __ MOS (29) (30) (31) (32)	(33) (34)	(35)
OVERALL PSYCHOLINGUISTIC AGE	__ __ YRS __ __ MOS (36) (37) (38) (39)		
MEDIAN SCALED SCORE	(40) (41)		
MEAN SCALED SCORE	(42) (43)		

*IF 99 YRS. 99 MOS. APPEARS, AGE SCORE IS OVER TOP OF NORMS.

*IF 00 YRS. 00 MOS. APPEARS, AGE SCORE IS OFF BOTTOM OF NORMS.

WECHSLER INTELLIGENCE SCALE FOR CHILDREN - REVISED

VERBAL INTELLIGENCE QUOTIENT 0 9 5
(44) (45) (46)

PERFORMANCE INTELLIGENCE QUOTIENT 1 1 5
(47) (48) (49)

FULL SCALE INTELLIGENCE QUOTIENT 1 0 4
(50) (51) (52)

MENTAL AGE 1 4 YRS 0 8 MOS
(53) (54) (55) (56)

VERBAL TESTS

	S.S.	RATING
INFORMATION	0 8 (57) (58)	3 (59)
SIMILARITIES	1 0 (60) (61)	2 (62)

	S.S.	RATING
ARITHMETIC	0 (63) 9 (64)	2 (65)
VOCABULARY	1 (66) 0 (67)	2 (68)
COMPREHENSION	0 (69) 9 (70)	2 (71)
DIGIT SPAN	1 (72) 1 (73)	2 (74)

PERFORMANCE TESTS

	S.S.	RATING
PICTURE COMPLETION	1 (75) 6 (76)	1 (77)
PICTURE ARRANGEMENT	1 (78) 1 (79)	2 (80)
BLOCK DESIGN	1 (1) 1 (2)	2 (3)
OBJECT ASSEMBLY	1 (4) 3 (5)	1 (6)
CODING	1 (7) 0 (8)	2 (9)
MAZES	(10) (11)	(12)

PEABODY PICTURE VOCABULARY TEST

RAW SCORE 0 (13) 8 (14) 3 (15)

MENTAL AGE 1 (16) 1 (17) YRS 0 (18) 0 (19) MOS

I.Q. 0 (20) 8 (21) 6 (22)

3 (23) 0 (24)

RATING 3 (25)

BENDER MOTOR GESTALT TEST

KOPPITZ SCORE OF 0 (26) 1 (27)

AGE EQUIVALENT (28) (29) . (30) (31)

GRADE EQUIVALENT 4 (32) . 0 (33)

RATING 3 (34)

VINELAND SOCIAL MATURITY SCALE

	RATING
SELF-HELP	(35)
COMMUNICATION	(36)
SELF-DIRECTION	(37)
SOCIALIZATION	(38)
LOCOMOTION	(39)
OCCUPATION	(40)

PUPIL BEHAVIOR RATING SCALE

	AVERAGE SCORE	RATING
AUDITORY COMPREHENSION	(41) . (42)	(43)
SPOKEN LANGUAGE	(44) . (45)	(46)
ORIENTATION	(47) . (48)	(49)

	AVERAGE SCORE	RATING
MOTOR-COORDINATION	50 51	52
PERSONAL SOCIAL ADJUSTMENT	53 54	55

DRAW A PERSON

COMMENT(S) ON PERFORMANCE — RATING 2 (56)

Immature but passable

ALPHABET AND NUMBERS

COMMENT(S) ON PERFORMANCE — RATING 2 (57)

Adequate

DENVER DEVELOPMENTAL SCREENING SCALE

	RATING
PERSONAL-SOCIAL	58
FINE MOTOR	59
LANGUAGE	60
GROSS MOTOR	61

FROSTIG-DEVELOPMENTAL TEST OF VISUAL PERCEPTION

	AGE SCORE	SCALED SCORE	RATING
EYE-MOTOR COORDINATION	62 63 64 65	66 67	68
FIGURE-GROUND	69 70 71 72	73 74	75
SHAPE CONSTANCY	76 77 78 79	80 1	2
POSITION IN SPACE	3 4 5 6	7 8	9
SPATIAL RELATIONS	10 11 12 13	14 15	16

BERRY-BUKTENICA DEVELOPMENTAL TEST OF VISUAL-MOTOR INTEGRATION

RAW SCORE 1 7 (17 18)

V.M.I. AGE 0 9 (19 20) YRS. 0 6 (21 22) MOS

RATING 3 (23)

PURDUE PERCEPTUAL MOTOR SURVEY

	NUMERICAL SCORE	RATING
WALKING BEAM	24	25
JUMPING	26	27
IDENTIFICATION OF BODY PARTS	28	29
IMITATION OF MOVEMENT	30	31
OBSTACLE COURSE	32	33
KRAUS WEBER	34	35
ANGELS IN SNOW	36	37
CHALKBOARD	38	39
RHYTHMIC WRITING	40	41

	NUMERICAL SCORE	RATING
OCULAR PURSUITS	42	43
VISUAL ACHIEVEMENT FORMS	44	45

MARTIN SCREENING TEST FOR MOTOR DISABILITIES

	ITEM SCORE	RATING
HOP FORWARD	46	47
TOUCH TOE REACH	48	49
BEAM WALK	50	51
KINESTHETIC ARM STRENGTH	52	53
TOTAL SCORE	54 55	

WEPMAN AUDITORY DISCRIMINATION TEST

X= 0 (56) 4/3 (57 58) 0 (59) Y= 0 (60) 0/1 (61 62) 0 (63)

RATING 3 (64)

WOODCOCK READING MASTERY TEST FORM A OR B

	EASY READING LEVEL	READING GRADE SCORE (90%)	FAILURE READING LEVEL (75%)	RELATIVE MASTERY %	PERCENTILE RANK %	RATING
LETTER IDENTIFICATION	1 2 . 9 (65 66 67)	1 2 . 9 (68 69 70)	1 2 . 9 (71 72 73)	9 7 (74 75)	8 0 (76 77)	1 (78)
WORD IDENTIFICATION	0 3 . 6 (79 80 1)	0 4 . 2 (2 3 4)	0 5 . 0 (5 6 7)	1 9 (8 9)	0 4 (10 11)	3 (12)
WORD ATTACK	0 2 . 4 (13 14 15)	0 3 . 3 (16 17 18)	0 4 . 5 (19 20 21)	4 2 (22 23)	1 0 (24 25)	3 (26)
WORD COMPREHENSION	0 6 . 0 (27 28 29)	0 9 . 3 (30 31 32)	1 2 . 1 (33 34 35)	9 1 (36 37)	5 3 (38 39)	1 (40)
PASSAGE COMPREHENSION	0 4 . 3 (41 42 43)	0 5 . 7 (44 45 46)	0 7 . 6 (47 48 49)	6 3 (50 51)	2 1 (52 53)	3 (54)
TOTAL READING	0 4 . 0 (53 56 57)	0 5 . 1 (58 59 60)	0 7 . 5 (61 62 63)	6 8 (64 65)	1 1 (66 67)	

KEY MATH

	GRADE EQUIVALENT	RATING
NUMERATION	9 . 5 (68 69)	2 (70)
FRACTIONS	5 . 6 (71 72)	3 (73)
GEOMETRY AND SYMBOLS	7 . 0 (74 75)	3 (76)
ADDITION	8 . 2 (77 78)	2 (79)
SUBTRACTION	4 . 8 (80 1)	3 (2)
MULTIPLICATION	7 . 3 (3 4)	3 (5)
DIVISION	8 . 0 (6 7)	3 (8)
MENTAL COMPUTATION	7 . 2 (9 10)	2 (11)
NUMERICAL REASONING	6 . 6 (12 13)	3 (14)
WORD PROBLEMS	5 . 3 (15 16)	3 (17)
MISSING ELEMENTS	9 . 5 (18 19)	2 (20)
MONEY	7 . 5 (21 22)	2 (23)

	GRADE EQUIVALENT	RATING
MEASUREMENT	5.2 (24 25)	3 (26)
TIME	6.1 (27 28)	3 (29)
TOTAL TEST	6.5 (30 31)	

WIDE RANGE ACHIEVEMENT TEST

	GRADE	S.S.	%	RATING
READING	0 5.2 (32 33 34)	0 7 8 (35 36 37)	0 7 (38 39)	3 (40)
ARITHMETIC	0 5.3 (41 42 43)	0 7 9 (44 45 46)	0 8 (47 48)	3 (49)
SPELLING	0 4.1 (50 51 52)	0 7 5 (53 54 55)	0 5 (56 57)	3 (58)

DETROIT TESTS OF LEARNING APTITUDE

	AGE SCORE*	RATING
PICTORIAL ABSURDITIES	YRS MOS (59 60 61 62)	(63)
VERBAL ABSURDITIES	1 4 YRS 0 3 MOS (64 65 66 67)	2 (68)
PICTORIAL OPPOSITES	YRS MOS (69 70 71 72)	(73)
VERBAL OPPOSITES	1 3 YRS 0 9 MOS (74 75 76 77)	2 (78)
MOTOR SPEED	1 0 YRS 0 5 MOS (79 80 1 2)	3 (3)
AUDIT. ATTN. SPAN UNREL. WRDS.	1 0 YRS 0 9 MOS (4 5 6 7)	2 (8)
ORAL COMMISSIONS	YRS MOS (9 10 11 12)	(13)
SOCIAL ADJUSTMENT A	YRS MOS (14 15 16 17)	(18)
VISUAL ATTN. SPAN FOR OBJ.	YRS MOS (19 20 21 22)	(23)
ORIENTATION	YRS MOS (24 25 26 27)	(28)
FREE ASSOCIATION	YRS MOS (29 30 31 32)	(33)
DESIGNS	1 2 YRS 0 9 MOS (34 35 36 37)	3 (38)
AUDIT. ATTEN. SPAN FOR REL. SYLL.	YRS MOS (39 40 41 42)	(43)
NUMBER ABILITY	YRS MOS (44 45 46 47)	(48)
SOCIAL ADJUSTMENT B	1 1 YRS 0 9 MOS (49 50 51 52)	3 (53)
VISUAL ATTN. SPAN FOR LETTERS	1 3 YRS 0 6 MOS (54 55 56 57)	2 (58)
DISARRANGED PICTURES	YRS MOS (59 60 61 62)	(63)
ORAL DIRECTIONS	1 4 YRS 0 9 MOS (64 65 66 67)	2 (68)
LIKENESSES AND DIFFERENCES	1 2 YRS 0 9 MOS (69 70 71 72)	3 (73)
MEDIAN MENTAL AGE	1 2 YRS 0 9 MOS (74 75 76 77)	

ADDITIONAL INFORMATION

	OBSERVATION DURING TESTING RATING	REPORTED BY TEACHER RATING	REPORTED BY PARENT RATING	COLORADO CHECKLIST RATING
AUDIT. DISC.	(78)	(79)	(80)	(1)
VISUAL DISC.	(2)	(3)	(4)	(5)
AUDIT. MEMORY SHORT TERM	(6)	(7)	(8)	(9)

	OBSERVATIONS DURING TESTING	REPORTED BY TEACHER	REPORTED BY PARENT	COLORADO CHECKLIST
	RATING	RATING	RATING	RATING
AUDIT. MEMORY LONG TERM	10	11	12	13
AUDIT. SEQUENTIAL MEMORY	14	15	16	17
VISUAL MEMORY SHORT TERM	18	19	20	21
VISUAL MEMORY LONG TERM	22	23	24	25
VISUAL SEQUENTIAL MEMORY	26	27	28	29
TACT./KINES. MEMORY SHORT TERM	30	31	32	33
TACT./KINES. MEMORY LONG TERM	34	35	36	37
TACT./KINES SEQUENTIAL MEMORY	38	39	40	41
AUDITORY FIGURE-GROUND	42	43	44	45
VISUAL FIGURE-GROUND	46	47	48	49
TACT./KINES. FIGURE-GROUND	50	51	52	53
OCULAR CONTROL	54	55	56	57
FINE MOTOR CONTROL	58	59	60	61
GROSS MOTOR CONTROL	62	63	64	65
LATERALITY	66	67	68	69
DIRECTIONALITY	70	71	72	73
BODY IMAGE	74	75	76	77
REAL WORLD SPACE	78	79	80	1
PAPER SPACE	2	3	4	5
RHYTHM	6	7	8	9
CLOCK TIME	10	11	12	13
PART-WHOLE REL. - AUDITORY	14	15	16	17
PART-WHOLE REL. - VISUAL	18	19	20	21
LANGUAGE DEVELOP. - RECEPTIVE	22	23	24	25
LANGUAGE DEVELOP. - EXPRESSIVE	26	27	28	29
CONCEPT FORMATION	30	31	32	33
ABSTRACT REASONING	34	35	36	37
PROCESSING	38	39	40	41
SOCIAL MATURITY	42	43	44	45
EMOTIONS	46	47	48	49
EXPERIENCE BASE	50	51	52	53
READING ABILITY	54	55	56	57
MATH ABILITY	58	59	60	61
SPELLING ABILITY	62	63	64	65

Summer Therapeutic Educational Program

Learning Disability Clinic
Auburn University at Montgomery
August 1980

Summary of Test Results

Name: 00028
Date of Birth:
Chronological Age.
Grade:
Date of Testing:
Age at Testing:

Detroit Tests of Learning Aptitude

	Age Score
Median Mental	12.9
Pictorial Absurdities	--
Verbal Absurdities	14.3
Pictorial Opposites	--
Verbal Opposites	13.9
Motor Speed	10.9
Aud. Atten. Span for Unrel. Words	10.3
Social Adjustment A	--
Visual Attention Span for Objects	--
Orientation	--
Free Association	--
Designs	12.9
Auditory Attention Span for Related Syllables	--
Number Ability	--
Social Adjustment B	11.9
Visual Attention Span for Letters	13.6
Disarranged Pictures	--
Oral Directions	14.9
Likenesses and Differences	12.9

Woodcock Reading Mastery Test - Form A

	Reading Grade Score
Letter Identification	12.9
Word Identification	4.2
Word Attack	3.3
Word Comprehension	9.3
Passage Comprehension	5.7
Total Reading	5.1

Draw a Person

Adequate

Wechsler Intelligence Scale for Children - Revised

Verbal Tests	S.S.
Information	8
Similarities	10
Arithmetic	9
Vocabulary	10
Comprehension	9
Digit Span	11

Performance Tests	S.S.
Picture Completion	16
Picture Arrangement	11
Block Design	11
Object Assembly	13
Coding	10
Mazes	--

Key Math

	Grade Equivalent
Numeration	9.5
Fractions	5.6
Geometry and Symbols	7.0
Addition	8.2
Subtraction	4.8
Multiplication	7.3
Division	8.0
Mental Computation	7.2
Numerical Reasoning	6.6
Word Problems	5.3
Missing Elements	9.5+
Money	7.5
Measurement	5.2-
Time	6.1
Total Test	6.5

Peabody Picture Vocabulary Test

Raw Score 83
Mental Age 11 yrs 0 mos.

Bender Motor Gestalt Test

Koppitz Score of 1
Grade Equivalent 4th Grade

Wide Range Achievement Test

	Grade	S.S.	%
Reading	5.2	78	7
Arithmetic	5.3	79	8
Spelling	4.1	75	5

Beery-Buktenica Developmental Test of Visual-Motor Integration

Raw Score 17
V.M.I. Age 9 Yrs. 6 Mos.

Ocular Control

Adequate

Wepman Auditory Discrimination Test

X = 4/30 Y = 0/10

Alphabet & Numbers

Adequate

Telebinocular

Pass

Audiometer

Pass

Dvorine Color Plates

Pass

Dolch Basic Sight Word List

Raw Score 216
Grade Level 3.2

Spache Diagnostic Reading Scales List 3

Raw Score 40
Grade Placement 6.5

Kuder Performance Survey

Out Door 91%
Scientific 76%
Artistic 88%
Social Service 78%

I. Strengths:

Academic:

Test results indicate Carla has an adequate grasp of math concepts which include basic mathematical concepts in numeration, geometry and symbols, addition, multiplication, division, mental computation, numerical reasoning, missing elements, money, and time. Adequacy in reading concepts include letter identification and word comprehension.

Carla is a very willing student and will attempt to perform any tasks assigned her. She is eager to learn and relates well with her peers and adults.

Processes:

Carla's test results indicate she has strengths in these process areas: body image, processing, concept formation.

II. Weaknesses:

Academic:

Carla's test scores indicate the following academic areas in math need remediation: fractions, subtraction, measurement.

Specific areas requiring remediation in reading include: word recognition, word attack skills, passage comprehension.

Spelling is another area of weakness for Carla.

Processes:

Carla's test scores and teacher observation indicate the following relative weaknesses in process area abilities: auditory discrimination, long term auditory memory, short term auditory memory, auditory sequencing, visual discrimination, long term visual memory, receptive language development, expressive language development, abstract reasoning, paper space. According to test scores, the following are weaknesses: visual sequence, fine motor control (for pencil tasks and slowness in copying), visual figure-ground, math, spelling, reading.

III. Learning Style:

Carla appears to learn best when she has visual and auditory stimuli presented to her (although she personally states: "Once I hear it I usually have it!"). She enjoys being part of a group, but seems to prefer one-to-one instruction, because she is intent upon learning as much as she can, "to catch up". Carla's ability to report verbally is adequate and supercedes her written efforts because of her spelling deficiency, and slowness in copying legibly written assignments.

IV. Program Implemented:

In reading, Carla was presented with materials from various high interest-low vocabulary readers on, above, and below her reading level.

A high-visual approach was utilized which included breaking unknown words into syllables or known parts. Carla was able to memorize the word after she saw it and heard it. Another method utilized for decoding words was to approximate word pronunciation. This is called the Edward's Method, in which Carla's previous phonetic skills were used. Carla's ability to comprehend words in concept after reaching an approximate pronunciation was adequate. Carla's comprehension of some material above her reading level was also adequate.

To improve reading fluency the "Neurological Impress" method was utilized with Carla. This appeared to be successful and seemed to give Carla confidence to tackle material which was above her reading level.

Emphasis was placed on raising Carla's concept of a good student/reader by encouraging her to read easy books for enjoyment, and presenting her with the above mentioned techniques for word decoding.

To increase Carla's fine motor control, she was asked to write vocabulary words five times for homework and to complete written tasks as quickly and as legibly as possible. Carla's performance was adequate.

Verbal expression was encouraged in every reading lesson as vocabulary words were defined and discussed. Carla's expressive and receptive language ability seemed adequate.

To assist Carla in remembering her new vocabulary, word games were played at home with flash cards compiled of all the difficult words encountered in the program. Spelling tests were given from these flash card words.

To aid Carla with auditory sequencing and memory skills, taped lessons on "Career Exploration" were employed. These lessons included use of both auditory and/or visual stimuli. Carla's responses were average and above average.

V. Recommendations for Parents:

Carla needs support in the area of academic achievement. Acting as advocates for her special needs in the school setting could prove most beneficial.

Helping Carla with assignments and allowing her opportunities to utilize her new vocabulary from subject areas in word games of "Fish", "Concentration" or "Old Maid" will give Carla practice and could help increase her vocabulary and spelling ability.

Encouraging reading <u>easy</u> books for enjoyment, as well as newspapers and magazines, plus utilizing an intermediate dicitionary for unknown vocabulary could also increase Carla's word usage and understanding.

During the course of the program Carla was administered the <u>Kuder Performance Survey</u>, which indicated that Carla has a preference for outdoor occupations, leans toward artistic endeavors, and, to a

lesser degree, scientific and social service related occupations. Exposing Carla to opportunities for further investigation into these areas might give Carla a better basis for future career decisions.

VI. Recommendations for Schools:

It is suggested that teachers involved in Carla's educational program should be informed at the onset of school of her learning disability problems. Furthermore, they should work closely with her learning disability teacher in an attempt to help her achieve success within the high school environment by following some of these recommendations.

In content area subjects Carla will profit most from material which is within her reading comprehension level. She is earnest in her desire to learn, and is highly motivated toward this goal; therefore, presenting her with material which will not frustrate her should be most helpful.

Because Carla learns better when presented with a combination of auditory and visual stimuli, subject area material presented both auditorily and visually might increase her ability to comprehend.

Carla's ability to copy notes speedily and legibly from the board or overhead is slower than average; therefore, when possible, a copy of class notes should be given to Carla to improve auditory attentiveness in class.

Task completion within given time limits may be enhanced if extraneous copy work is eliminated. For example, require only answers to math problems and other questions.

An alternative method of taking and reporting content area tests could be profitable for Carla. Oral reports, taped answers to class assignments and consideration of oral responses on tests are possible alternatives. This will necessitate close cooperation with Carla's learning disability teacher and could result in improved grades. Consequently, a lower anxiety level could possibly increase her ability in academic areas and improve her self-concept as a student.

ABILITY	INDICATOR(S) OF A POSSIBLE WEAKNESS (WHERE FOUND)		INDICATOR(S) OF A POSSIBLE STRENGTH (WHERE FOUND)		CONFLICT PRESENT
AUDITORY DISCRIMINATION	WEPMAN AUDITORY DISCRIMINATION	P			
	PEABODY PVT	S			
	WOODCOCK READING WORD ATTACK	S			
	KEY MATH WORD PROBLEMS	S			
	KEY MATH MEASUREMENT	S			
	WRAT SPELLING	S			
	DETROIT TEA SOCIAL ADJUSTMENT B	S			
	DETROIT TEA LIKENESSES AND DIFFERENCES	S			
VISUAL DISCRIMINATION	BENDER MOTOR GESTALT TEST	P	WISC-R OBJECT ASSEMBLY	P	
	BEERY BUKTENICA	P			
	KEY MATH GEOMETRY AND SYMBOLS	P			
	DETROIT TEA DESIGNS	P			
	PEABODY PVT	S	WISC-R PICTURE COMPLETION	S	
	WOODCOCK READING WORD IDENTIFICATION	S	WOODCOCK READING LETTER IDENTIFICATION	S	
	WOODCOCK READING WORD ATTACK	S			
	WOODCOCK READING PASSAGE COMPREHENSION	S	WOODCOCK READING WORD COMPREHENSION	S	
	KEY MATH FRACTIONS	S			
	KEY MATH SUBTRACTION	S			
	KEY MATH MULTIPLICATION	S			
	KEY MATH DIVISION	S			
	KEY MATH NUMERICAL REASONING	S			
	KEY MATH WORD PROBLEMS	S			
	KEY MATH MEASUREMENT	S			
	KEY MATH TIME	S			
	WRAT READING	S			
	WRAT ARITHMETIC	S			YES
AUDITORY MEMORY SHORT TERM	PEABODY PVT	S			
	WEPMAN AUDITORY DISCRIMINATION	S			
	KEY MATH FRACTIONS	S			
	KEY MATH GEOMETRY AND SYMBOLS	S			
	KEY MATH WORD PROBLEMS	S			
	KEY MATH MEASUREMENT	S			
	KEY MATH TIME	S			

ABILITY	INDICATOR(S) OF A POSSIBLE WEAKNESS (WHERE FOUND)		INDICATOR(S) OF A POSSIBLE STRENGTH (WHERE FOUND)		CONFLICT PRESENT
AUDITORY MEMORY SHORT TERM					
AUDITORY MEMORY LONG TERM	WISC-R INFORMATION	S			
	PEABODY PVT	S			
	WOODCOCK READING WORD IDENTIFICATION	S	WOODCOCK READING LETTER IDENTIFICATION	S	
	WOODCOCK READING WORD ATTACK	S			
	WOODCOCK READING PASSAGE COMPREHENSION	S	WOODCOCK READING WORD COMPREHENSION	S	
	WRAT READING	S			
	WRAT ARITHMETIC	S			
	WRAT SPELLING	S			
	DETROIT TLA SOCIAL ADJUSTMENT B	S			
	DETROIT TLA LIKENESSES AND DIFFERENCES	S			YES
AUDITORY SEQUENTIAL MEMORY	KEY MATH WORD PROBLEMS	P			
	KEY MATH SUBTRACTION	S			
	KEY MATH MULTIPLICATION	S			
	KEY MATH DIVISION	S			
	WRAT ARITHMETIC	S			
	WRAT SPELLING	S			
VISUAL MEMORY SHORT TERM	DETROIT TLA DESIGNS	P			
VISUAL MEMORY LONG TERM			WISC-R PICTURE COMPLETION	P	
	WISC-R INFORMATION	S	WISC-R OBJECT ASSEMBLY	S	
			WOODCOCK READING LETTER IDENTIFICATION	S	
	WOODCOCK READING WORD IDENTIFICATION	S			
	WOODCOCK READING WORD ATTACK	S			
	WOODCOCK READING PASSAGE COMPREHENSION	S	WOODCOCK READING WORD COMPREHENSION	S	
	KEY MATH FRACTIONS	S			

ABILITY	INDICATOR(S) OF A POSSIBLE WEAKNESS (WHERE FOUND)		INDICATOR(S) OF A POSSIBLE STRENGTH (WHERE FOUND)		CONFLICT PRESENT
VISUAL MEMORY LONG TERM					YES
VISUAL SEQUENTIAL MEMORY	KEY MATH SUBTRACTION	S			
	KEY MATH MULTIPLICATION	S			
	KEY MATH DIVISION	S			
	KEY MATH NUMERICAL REASONING	S			
	WRAT ARITHMETIC	S			
	WRAT SPELLING	S			
TACT./KINES.MEMORY SHORT TERM					
TACT./KINES.MEMORY LONG TERM	DETROIT TLA MOTOR SPEED	P			
	BENDER MOTOR GESTALT TEST	S			
	WRAT SPELLING	S			
TACT./KINES.SEQUENTIAL MEMORY	WRAT SPELLING	S			
AUDITORY FIGURE GROUND					
VISUAL FIGURE GROUND	DETROIT TLA MOTOR SPEED	P			
	DETROIT TLA DESIGNS	P			
			WISC-R PICTURE COMPLETION	S	
			WISC-R OBJECT ASSEMBLY	S	
			WOODCOCK READING LETTER IDENTIFICATION	S	
	WOODCOCK READING WORD IDENTIFICATION	S			
	WOODCOCK READING WORD ATTACK	S			
			WOODCOCK READING WORD COMPREHENSION	S	

ABILITY	INDICATOR(S) OF A POSSIBLE WEAKNESS (WHERE FOUND)		INDICATOR(S) OF A POSSIBLE STRENGTH (WHERE FOUND)		CONFLICT PRESENT
VISUAL FIGURE GROUND					YES
TACT./KINES FIGURE GROUND					
OCULAR CONTROL					
FINE MOTOR CONTROL	BENDER MOTOR GESTALT TEST BEERY BUKTENICA DETROIT TLA MOTOR SPEED	P P P			
GROSS MOTOR CONTROL					
LATERALITY					
DIRECTIONALITY	BENDER MOTOR GESTALT TEST BEERY BUKTENICA DETROIT TLA DESIGNS WOODCOCK READING WORD IDENTIFICATION WOODCOCK READING WORD ATTACK WOODCOCK READING PASSAGE COMPREHENSION WRAT READING WRAT ARITHMETIC WRAT SPELLING DETROIT TLA MOTOR SPEED	P P P S S S S S S S	 WOODCOCK READING LETTER IDENTIFICATION WOODCOCK READING WORD COMPREHENSION	 S S	YES
BODY IMAGE			WISC-R OBJECT ASSEMBLY	P	

ABILITY	INDICATOR(S) OF A POSSIBLE WEAKNESS (WHERE FOUND)		INDICATOR(S) OF A POSSIBLE STRENGTH (WHERE FOUND)		CONFLICT PRESENT
BODY IMAGE					
REAL WORLD SPACE					
PAPER SPACE	BENDER MOTOR GESTALT TEST	P			
	BEERY BUKTENICA	P			
	DETROIT TLA PCTCR SPEED	P			
	DETROIT TLA DESIGNS	P			
			WISC-R OBJECT ASSEMBLY	S	YES
RHYTHM					
CLOCK TIME	KEY MATH TIME	P			
PART-WHOLE REL. - AUDITORY					
PART-WHOLE REL. - VISUAL			WISC-R PICTURE COMPLETION	P	
			WISC-R OBJECT ASSEMBLY	P	
	KEY MATH FRACTIONS	S			
	KEY MATH GEOMETRY AND SYMBOLS	S			
	KEY MATH SUBTRACTION	S			YES
LANGUAGE DEVELOP.-RECEPTIVE	PEABODY PVT	P			

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ABILITY	INDICATOR(S) OF A POSSIBLE WEAKNESS (WHERE FOUND)	INDICATOR(S) OF A POSSIBLE STRENGTH (WHERE FOUND)	CONFLICT PRESENT
LANGUAGE DEVELOP.-RECEPTIVE			
LANGUAGE DEVELOP.-EXPRESSIVE	WISC-R INFORMATION S DETROIT TLA SOCIAL ADJUSTMENT B S DETROIT TLA LIKENESSES AND DIFFERENCES S		
CONCEPT FORMATION	WISC-R INFORMATION P WOODCOCK READING PASSAGE COMPREHENSION P KEY MATH FRACTIONS S KEY MATH GEOMETRY AND SYMBOLS S KEY MATH SUBTRACTION S KEY MATH MULTIPLICATION S KEY MATH DIVISION S KEY MATH NUMERICAL REASONING S DETROIT TLA SOCIAL ADJUSTMENT B S DETROIT TLA LIKENESSES AND DIFFERENCES S	WOODCOCK READING WORD COMPREHENSION P WISC-R PICTURE COMPLETION S WISC-R OBJECT ASSEMBLY S	YES
ABSTRACT REASONING	DETROIT TLA LIKENESSES AND DIFFERENCES P WRAT ARITHMETIC S		
PROCESSING		WISC-R OBJECT ASSEMBLY S	
SOCIAL MATURITY	DETROIT TLA SOCIAL ADJUSTMENT B P WISC-R INFORMATION S		
EMOTIONS			
EXPERIENCE BASE	WISC-R INFORMATION P		

STUDENT NUMBER 28 LEARNING DISABILITY CLINIC 07/30/80

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ABILITY	INDICATOR(S) OF A POSSIBLE WEAKNESS (WHERE FOUND)	INDICATOR(S) OF A POSSIBLE STRENGTH (WHERE FOUND)	CONFLICT PRESENT
EXPERIENCE BASE			YES
READING ABILITY	WOODCOCK READING WORD IDENTIFICATION P WOODCOCK READING WORD ATTACK P WOODCOCK READING PASSAGE COMPREHENSION P WRAT READING P	WOODCOCK READING LETTER IDENTIFICATION P WOODCOCK READING WORD COMPREHENSION P	YES
MATH ABILITY	KEY MATH FRACTIONS P KEY MATH GEOMETRY AND SYMBOLS P KEY MATH SUBTRACTION P KEY MATH MULTIPLICATION P KEY MATH DIVISION P KEY MATH NUMERICAL REASONING P KEY MATH WORD PROBLEMS P KEY MATH MEASUREMENT P KEY MATH TIME P WRAT ARITHMETIC P		
SPELLING ABILITY	WRAT SPELLING P		

APPENDICES

APPENDIX I

Advisory Board Members and Duties

ADVISORY BOARD

Names/Title and Addresses

Ms. Dene Cleveland
Coordinator Special Education
Autauga County Board of Education
Courthouse
P.O. Box 130
Prattville, Alabama 36067

Dr. John Benton
University of Alabama at Birmingham
Medical Center
Birmingham, Alabama

Mr. Robert Black, Director
Office of Programs for the Handicapped
State Department of Education
Columbia, S.C. 29201

Mr. Cecil Bobo, Assistant Director
Program for Exceptional Children & Youth
State Department of Education
State Office Building - Room 868
Montgomery, Alabama 36130

Mrs. Carol Dowdy
Council for Developmental
Learning Disabilities
University of Alabama at Birmingham
Birmingham, Alabama

Mr. Ralph Griswald
Special Education Coordinator
Montgomery Public Schools
P.O. Box 1991
Montgomery, Alabama 36103

Mrs. Ann James
Association for Children
w/Learning Disabilities
411 Holly Ridge
Montgomery, Alabama

Dr. Norbert Maertens
Dean, School of Education
Auburn University at Montgomery
Montgomery, Alabama 36193

Mrs. Virginia Sewell
Learning Disabilities Teacher
Harrison Public School
Montgomery County Public Schools
Montgomery, Alabama 36111 or
3112 Baldwin Brook Dr.

Mr. John Whately
Superintendent
Elmore County
Board of Education
Wetumpka, Alabama

Dr. Faye M. Brown, (ex-officio)
Director, SERRC
Auburn University at Montgomery
School of Education
Montgomery, Alabama

Functions of LD Model Advisory Board

The Learning Disability Advisory Board is expected to play an important part in the development of the RRC/LD Model used by the AUM LD Clinic.

The following are suggested functions that will assist in facilitating the role of the Advisory Board.

The Advisory Board will:

1. Assist in the planning and development of the model.
2. Become informed on the functions of the total model's program.
3. Function in an advisory capacity for the development of policies and procedures of the LD Clinic.
4. Disseminate pertinent information about the program to the communities in the area.
5. Assist in locating and identifying children/families who need services.
6. Develop a plan and procedure for the use of volunteers in the program.
7. Provide information and support to the model staff.
8. Other appropriate functions which are identified.

APPENDIX II

Format For Model Visitation Documentation

Format For Model Visitation Documentation

Please respond briefly to the following categories as it relates to L.D. Model visited.

NAME OF PROGRAM_____

LOCATION_____

VISITATION DATES_____ _____1979_____

CONTACT PERSONS_____TITLE:_____

I. STRUCTURE

1. Administrative Staff Requirements

2. Actual Number and Type of Staff

3. Type and Degree of Inter-Agency Involvement.(Please describe)

4. Organizational Structure (Include all staff and briefly describe function). Attach Organizational Chart, if available

5. Is information computerized? Explain as much as possible:

6. Is there a Medical Component? If so explain:

7. Funding Source (s) and Amount

II SERVICE

8. Student Population (ages, serverity, socio-economic background)

9. Services Available and Cost to Client

10. Criteria for Admission

11. Criteria for Placement

12. Describe Screening, Assessment, Educational Planning and Delivery of Service

13. Philosophical Approach

14. Relationship Between Program and Regular Education

III RESOURCES

15. Materials Available and Cost (Attach List if Available).

16. Attach Sample Forms if Available

 (use back if necessary)

APPENDIX III

Work Plan for Model

WORK PLAN
REGIONAL LD MODEL

ACTIVITY	TIMELINE	PERSONS RESPONSIBLE
1. Establish brief work descriptions for project consultants	February 1, 1980	Ms. Linda Steele
1. Develop Regional Model for locating screening & appraisal of LD youngsters	February 15, 1980	Dr. Larry Martin
a. Establish Definition & criteria for LD	"	"
b Establish Prevalence of LD younsters in Region	"	"
c. Screening Procedures	"	"
d. Assessment Procedures	"	"
e. Composition of Assessment Teams	"	"
f. List & Description of tests for evaluation	"	"
g. Assessment Reports	"	"
h. Staffing for LD youngsters	"	"
i. Placement Options to include appropriate staffing patterns and qualification.	"	"

WORK PLAN
REGIONAL LD MODEL (continued)

ACTIVITY	TIMELINE	PERSONS RESPONSIBLE
III. Forward names family & school, history, and medical reports of youngsters selected for program.	March 3, 1980	County Coordinator, Special Ed.
IV. Select students eligible for participation in program	March 14, 1980	Ms. Linda Steele/ Dr. Larry Martin
V. Follow-up on progress of youngsters for assessment space	March 14, 1980	Ms. Linda Steele Dr. Larry Martin
VI. Establish assessment teams schedule	March 20, 1980	Ms. Linda Steele
VII. Forward final referral information to SERRC	March 27, 1980	County Coordinator, Special Ed.
VIII. Establish schedule of youngsters to be assessed	March 31, 1980	Ms. Linda Steele
IX. Begin student evaluations	April 8, 1980	Ms. Linda Steele
X. Design the procedure and forms for the implementation and review of IEP	April 15, 1980	Dr. Larry Martin
a. Developing IEP format		
b. Establish procedures for the Development of IEP		
c. Outline & discuss various educational approaches for LD		
d. Establish procedures		

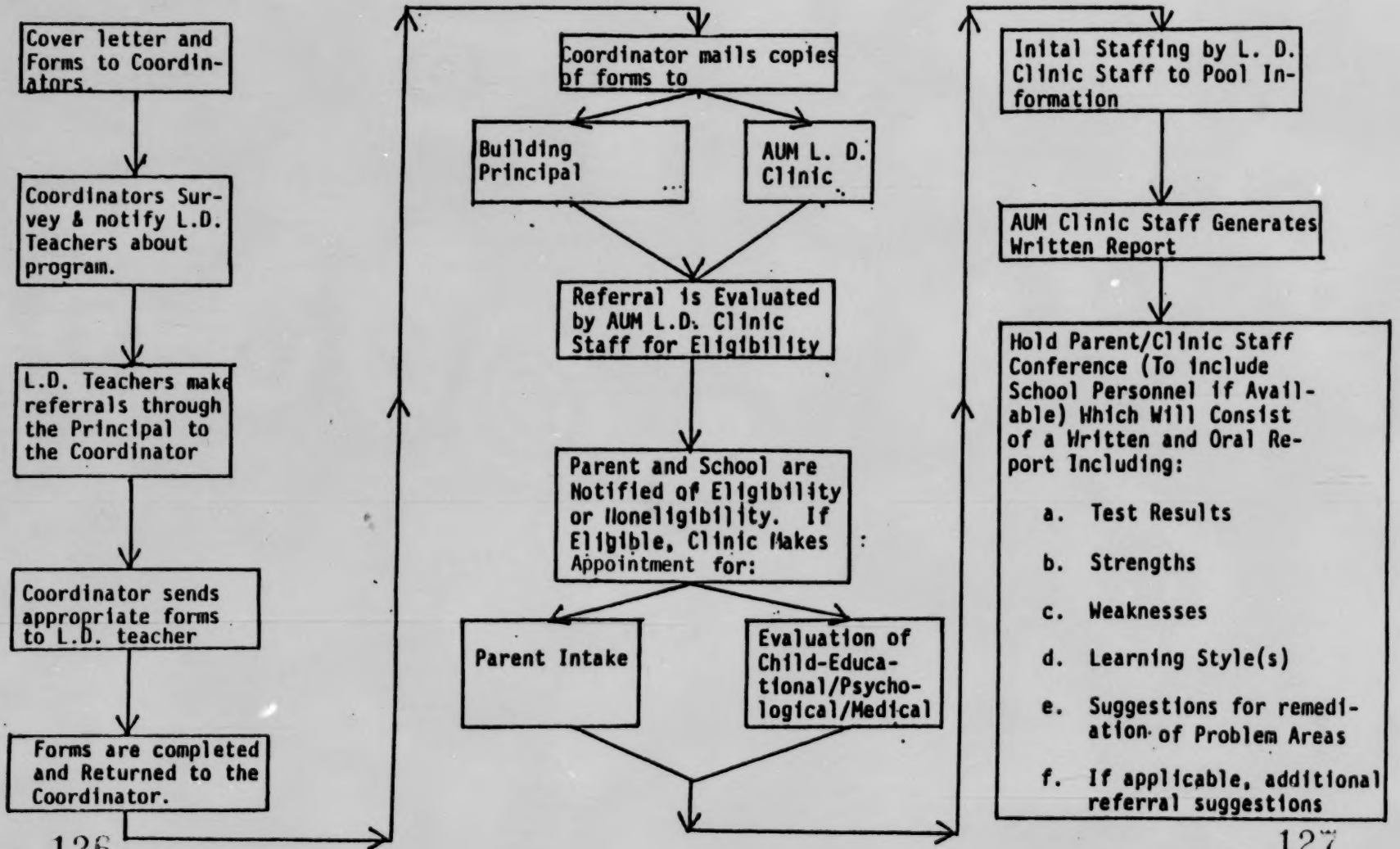
WORK PLAN (continued)
REGIONAL LD MODEL

ACTIVITY	TIMELINE	PERSONS RESPONSIBLE
XI. Prepare complete rough draft of model	May 15, 1980	Dr. Larry Martin Ms. Linda Steele
XII. Complete final draft of LD model	May 30, 1980	"
XIII. Complete Assessment of youngsters & preparation of IEP's	June 15, 1980	Ms. Linda Steele
XIV. Prepare document for dissemination	June 15, 1980	Ms. Linda Steele
XV Disseminate document	June 30, 1980	Ms. Linda Steele

APPENDIX IV

Flow Chart and Cover Letter for
Testing Project
(Public Schools)

PUBLIC SCHOOL FLOW CHART
FOR INITIAL PILOT STUDY ON
30 LEARNING DISABLED CHILDREN
(S.E.R.R.C. - AUM L. D. CLINIC)


Cover letter and Forms to Coordinators.
Coordinators Survey & notify L.D. Teachers about program.
L.D. Teachers make referrals through the Principal to the Coordinator
Coordinator sends appropriate forms to L.D. teacher
Forms are completed and Returned to the Coordinator.
Coordinator mails copies of forms to
Building Principal
AUM L. D. Clinic
Referral is Evaluated by AUM L.D. Clinic Staff for Eligibility
Parent and School are Notified of Eligibility or Noneligibility. If Eligible, Clinic Makes Appointment for:
Parent Intake
Evaluation of Child-Educational/Psychological/Medical
Inital Staffing by L. D. Clinic Staff to Pool Information
AUM Clinic Staff Generates Written Report
Hold Parent/Clinic Staff Conference (To include School Personnel if Available) Which Will Consist of a Written and Oral Report Including:
a. Test Results
b. Strengths
c. Weaknesses
d. Learning Style(s)
e. Suggestions for remediation of Problem Areas
f. If applicable, additional referral suggestions

AUBURN UNIVERSITY AT MONTGOMERY

SCHOOL OF EDUCATION
OFFICE OF THE DEAN

MONTGOMERY, ALABAMA 36117

TELEPHONE (205) 27
ACTS NUMBER 426-3

TO: PARENTS AND SCHOOL PERSONNEL

FROM: LARRY L. MARTIN, Ph.D.
DIRECTOR, AUM LEARNING DISABILITY CLINIC

RE: FREE DIAGNOSTIC TESTING FOR 30 LEARNING DISABLED CHILDREN

The Southeast Regional Resource Center (SERRC) and Auburn University at Montgomery are developing a model for diagnostic/perscriptive learning disability clinic. Part of this model development includes the free testing of thirty (30) children in grades kindergarten through nine who have already been diagnosed as learning disabled. This free testing will consist of the following:

1. A medical, psychological, and educational evaluation;

2. A parent/AUM L.D. Clinic staff conference (to include referring school personnel if available) discussing the testing results. The Clinic staff will present a detailed written and oral report which will outline the child's strengths, weaknesses, learning style(s), suggestions for remediating weaknesses, and, if applicable, suggestions for additional referrals.

The above testing is envisioned to be a comprehensive follow-up evaluation of children who have already been diagnosed as learning disabled but who are not making satisfactory school progress for some unknown reason(s).

NOTE: 1. ONLY 30 FREE EVALUATIONS WILL BE DONE UNDER THIS PILOT PROJECT. FUTURE EVALUATIONS WILL, BY NECESSITY, BE DONE ON A FEE BASIS.

2. ALL REFERRALS MUST BE MADE THROUGH THE SPECIAL EDUCATION COORDINATOR AND MUST BE RECEIVED AT AUM BY MARCH 21, 1980.

3. ALL TRANSPORTATION MUST BE PROVIDED BY PARENTS.

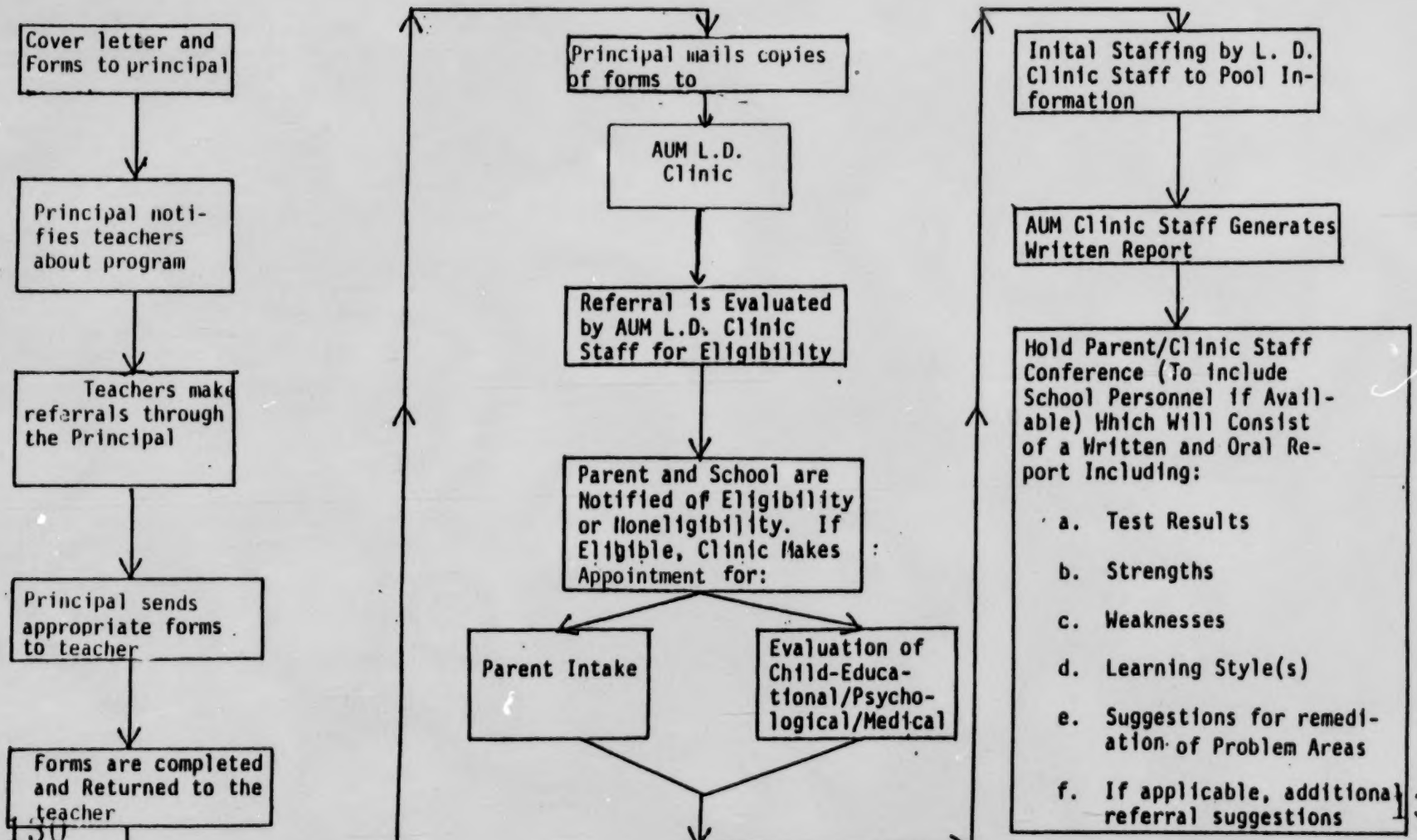
4. BECAUSE OF THE LIMITED NUMBER OF SPACES AVAILABLE (30), NOT ALL CHILDREN WHO ARE REFERRED WILL BE SELECTED FOR TESTING. THE PARENTS AND SCHOOL WILL BE NOTIFIED OF FINAL SELECTIONS THE WEEK OF MARCH 24.

Please contact me at 279-9110 Ext. 418 or 424 for any further needed information.

APPENDIX V

Flow Chart and Cover Letter for
Testing Project
(Private Schools)

PRIVATE SCHOOL FLOW CHART
FOR INITIAL PILOT STUDY ON
30 LEARNING DISABLED CHILDREN
(S.E.R.R.C. - AUM L. D. CLINIC)


Cover letter and Forms to principal
Principal notifies teachers about program
Teachers make referrals through the Principal
Principal sends appropriate forms to teacher
Forms are completed and Returned to the teacher
Principal mails copies of forms to
AUM L.D. Clinic
Referral is Evaluated by AUM L.D. Clinic Staff for Eligibility
Parent and School are Notified of Eligibility or Noneligibility. If Eligible, Clinic Makes Appointment for:
Parent Intake
Evaluation of Child-Educational/Psychological/Medical
Inital Staffing by L. D. Clinic Staff to Pool Information
AUM Clinic Staff Generates Written Report
Hold Parent/Clinic Staff Conference (To include School Personnel if Available) Which Will Consist of a Written and Oral Report Including:
a. Test Results
b. Strengths
c. Weaknesses
d. Learning Style(s)
e. Suggestions for remediation of Problem Areas
f. If applicable, additional referral suggestions

AUBURN UNIVERSITY AT MONTGOMERY

SCHOOL OF EDUCATION
OFFICE OF THE DEAN

MONTGOMERY, ALABAMA 36117

TELEPHONE (205) 279-
ACTS NUMBER 426-341

TO: PARENTS AND SCHOOL PERSONNEL

FROM: LARRY L. MARTIN, Ph.D.
DIRECTOR, AUM LEARNING DISABILITY CLINIC

RE: FREE DIAGNOSTIC TESTING FOR 30 LEARNING DISABLED CHILDREN

The Southeast Regional Resource Center (SERRC) and Auburn University at Montgomery are developing a model for diagnostic/perscriptive learning disability clinic. Part of this model development includes the free testing of thirty (30) children in grades kindergarten through nine who are suspected of being learning disabled. This free testing will consist of the following:

1. A medical, psychological, and educational evaluation;

2. A parent/AUM L.D. Clinic staff conference (to include referring school personnel if available) discussing the testing results. The Clinic staff will present a detailed written and oral report which will outline the child's strengths, weaknesses, learning style(s), suggestions for remediating weaknesses, and, if applicable, suggestions for additional referrals.

The above testing is envisioned to be a comprehensive follow-up evaluation of children who are suspected of being learning disabled but are not making satisfactory school progress for some unknown reason(s).

NOTE: 1. ONLY 30 FREE EVALUATIONS WILL BE DONE UNDER THIS PILOT PROJECT. FUTURE EVALUATIONS WILL, BY NECESSITY, BE DONE ON A FEE BASIS.

2. ALL REFERRALS MUST BE MADE THROUGH THE PRINCIPAL AND MUST BE RECEIVED AT AUM BY MARCH 21, 1980.

3. ALL TRANSPORTATION MUST BE PROVIDED BY PARENTS.

4. BECAUSE OF THE LIMITED NUMBER OF SPACES AVAILABLE (30), NOT ALL CHILDREN WHO ARE REFERRED WILL BE SELECTED FOR TESTING. THE PARENTS AND SCHOOL WILL BE NOTIFIED OF FINAL SELECTIONS THE WEEK OF MARCH 24.

Please contact me at 279-9110 Ext. 418 or 424 for any further needed information.

PS 2/80

AUBURN UNIVERSITY AT MONTGOMERY

SCHOOL OF EDUCATION
OFFICE OF THE DEAN

MONTGOMERY, ALABAMA 36117

TELEPHONE (205) 279-9110
ACTS NUMBER 426-3413

TO: Principals of private schools participating in federal program support.

FROM: Dr. Larry L. Martin, Director, AUM Learning Disability Clinic

DATE: February 29, 1980

SUBJECT: Referral of children for free learning disability testing.

Enclosed you will find two (2) sets of referral packets. We have alloted five free testing spaces to the private schools in the Montgomery area. If you have one or two children who you feel could benefit from the prescribed testing program, please have the parents and teachers fill out the enclosed referral packets. When they are completed, mail them to me at AUM. Please note that all referrals must be to AUM by March 21. Also note that not all children referred will be included in the testing program. students will be selected and the parents and school notified during the week of March 24. Testing of those selected will begin May 31.

Thank you for helping in this project. I hope we can be of service to you and your students. Please contact me if you have any questions at 279-9110, ext. 418 or 424.

APPENDIX VI

Timeline for Testing Project

TIMELINE FOR

PILOT STUDY ON 30

LEARNING DISABILITIES CHILDREN

(SERRC - AUM L.D. CLINIC)

MARCH 21 DEADLINE FOR RECEIVING REFERRALS AT AUM.

MARCH 31 TESTING OF CHILDREN BEGINS.

MAY 30 ALL TESTING AND PARENT CONFERENCES COMPLETED.

APPENDIX VII

Parent Letter Describing Testing Project
(Public Schools)

AUBURN UNIVERSITY AT MONTGOMERY

SCHOOL OF EDUCATION
OFFICE OF THE DEAN

MONTGOMERY, ALABAMA 36117

TELEPHONE (205) 279-9110
ACTS NUMBER 426-3245

February 25, 1980

Dear Parents,

As you know, your child has been selected for possible inclusion in a free testing program to be carried on by the Southeast Regional Resource Center (SERRC) an Auburn University at Montgomery Learning Disability Clinic. This free testing will be made available to thirty (30) selected children who are suspected of being learning disabled. The testing will consist of medical, psychological, and educational measures designed to identify a child's strenghts, weaknesses, and learning style(s).

If you wish to be considered for inclusion in this special project, please complete the enclosed forms and return them to your school principal as soon as possible. Failure to complete and return the requested materials will necessitate excluding your child from possible inclusion in the project.

The following forms are to be signed, dated, and returned:

Parent Permission for Evaluation
School Record Release Form
Parent Liability Agreement
Authorization of Use of Clinical and Scientific Material

In addition, five instruments are submitted for your responses. The are:

Parent Information Form	(PIF) - blue
Child Information Form	(CIF) - gold
Health History Form	(HHF) - green
Parent-Child Inventory (Mother)	(PCI-M) - white
Parent-Child Inventory (Father)	(PCI-F) - white

General Directions for completing the five above forms:

1. Please complete the forms as fully as possible.

2. If more space is needed for answering an item, please complete the answer on the back of the sheet.

3. If you feel uncomfortable regarding answering any of the items, feel free not to answer.

4. If an item is not clear as to information desired, write a question mark beside the item(s).

5. For the Parent-Child Inventory (white), please circle the letter of the choice which best describes you in relation to your child. Please respond to this particular instrument without counsulting your spouse, and have your spouse do the same.

6. Please be assured that your identity and responses will be held in strict professional confidence.

The testing sessions will take place over a two to three day period sometime between March 31 and May 30. This testing will be done free of charge for those individuals who are selected for this special learning disability model development project. The approximate true cost (paid for by a SERRC special contract) for the evaluation would be $250.00-$300.00. Please note that parents must provide all transportation.

You should be aware that not all referred children will be selected for inclusion in the free testing program. The development of the learning disability model requires that we select thirty (30) children who represent different ages, grade levels, and sex. Therefore, the SERRC and AUM Learning Disability Clinic staff will select a group of children from those referred. You will be notified during the week of March 24 as to whether or not your child has been chosen for inclusion in the project. If selected, arrangements for appointments will be made.

It is through the willing cooperation of people like you that knowledge about learning will be increased. I wish to thank you in advance for all your efforts. I truly hope that your child is one of the children selected for inclusion in this project.

Sincerely,

Larry L. Martin

Larry L. Martin, Ph.D.
Director, AUM L. D. Clinic

Appendix VIII

Parent Letter Describing Testing Project
(Private Schools)

AUBURN UNIVERSITY AT MONTGOMERY

SCHOOL OF EDUCATION
OFFICE OF THE DEAN

MONTGOMERY, ALABAMA 36117

TELEPHONE (205) 279-9110
ACTS NUMBER 425-3413

February 25, 1980

Dear Parents,

As you know, your child has been selected for possible inclusion in a free testing program to be carried on by the Southeast Regional Resource Center (SERRC) and Auburn University at Montgomery Learning Disability Clinic. This free testing will be made available to thirty (30) selected children who are suspected of being learning disabled. The testing will consist of medical, psychological, and educational measures designed to identify a child's strengths, weaknesses, and learning style(s).

If you wish to be considered for inclusion in this special project, please complete the enclosed forms and return them to your school principal as soon as possible. Failure to complete and return the requested materials will necessitate excluding your child from possible inclusion in the project.

The following forms are to be signed, dated, and returned:

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School Record Release Form
Parent Liability Agreement
Authorization of Use of Clinical and Scientific Material

In addition, five instruments are submitted for your responses. They are:

Parent Information Form	(PIF)	- blue
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Health History Form	(HHF)	- green
Parent-Child Inventory (Mother)	(PCI-M)	- white
Parent-Child Inventory (Father)	(PCI-F)	- White

General directions for completing the five above forms.

1. Please complete the forms as fully as possible.

2. If more space is needed for answering an item, please complete the answer on the back of the sheet.

3. If you feel uncomfortable regarding answering any of the items, feel free not to answer.

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The testing sessions will take place over a two to three day period sometime between March 31 and May 30. This testing will be done free of charge for those individuals who are selected for this special learning disability model development project. The approximate true cost (paid for by a SERRC special contract) for the evaluation would be $250.00-$300.00. Please note that parents must provide all transportation.

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It is through the willing cooperation of people like you that knowledge about learning will be increased. I wish to thank you in advance for all your efforts. I truly hope that your child is one of the children selected for inclusion in this project.

Sincerely,

Larry L. Martin

Larry L. Martin, Ph.D.
Director, AUM L. D. Clinic

PS 2/80

Appendix IX

Parent Permission for Evaluation Form

AUBURN UNIVERSITY AT MONTGOMERY

LEARNING DISABILITY CLINIC

PARENT
PERMISSION FOR EVALUATION

This is to verify that I have been informed of the evaluation procedures, my rights regarding this process, and that I

_____DO APPROVE _____DO NOT APPROVE

of the comprehensive evaluation which is to be conducted by qualified personnel at the Auburn University at Montgomery Learning Disability Clinic involving my child, ward, or relative,

_____ _____.
(child's legal name) (child's birthdate)

_____
Signature of Parent/Guardian

_____
Address

_____

APPENDIX X

School Record Release Form

AUBURN UNIVERSITY AT MONTGOMERY

L. D. CLINIC

SCHOOL RECORD RELEASE FORM

I give my permission for _____ to send copies
(School System)

of my child's, _____, cummulative records and the
(child's name)

results of all educational and/or psychological testing to:

Dr. Larry Martin
AUM L.D. Clinic
Auburn University at Montgomery
Montgomery, AL 36117.

_____
Signature

_____
Printed Name

_____
Date

Appendix XI

Parent Liability Agreement Form

AUBURN UNIVERSITY AT MONTGOMERY

LEARNING DISABILITY CLINIC

Parent
Liability Agreement

I, the undersigned (parent or guardian), having sought the services of the Auburn University at Montgomery Learning Disability Clinic, hereby enroll my (child, relative, ward)_____ into the Learning Disability Clinic.

I hereby release the Auburn University at Montgomery Learning Disability Clinic of liability of any nature arising out of my (child's, relative's ward's) participation in activities at the Auburn University at Montgomery Learning Disability Clinic.

I do recognize that my (child, relative, ward) will be subject to the rules of the Auburn University at Montgomery Learning Disability Clinic and the supervision of its staff.

_____
Signature of Parent/Guardian

_____
Printed Name

_____
Address

_____

APPENDIX XII

Authorization of Use of Clinical and Scientific Material Form

AUTHORIZATION OF USE OF CLINICAL AND SCIENTIFIC MATERIAL

(Parent)

I hereby authorize the Auburn University at Montgomery Learning Disability Clinic to make customary and constructive use of information, i.e., photographs, sound recordings, films, video-tapes and other recorded data or materials pertaining to my minor child(ren), _____ _____ or ward, _____ for whom I am legally responsible. At no time will the child's identity or personal family data be incorporated in educational, scientific, or other materials collected during my child's enrollment in this clinic. I understand that refusal to authorize the clinic staff to collect scientific data will exclude my child from enrollment at this clinic at this time.

_____
Signature of Parent/Guardian

_____
Printed Name

_____
Address

_____

_____
Relationship to Child

APPENDIX XIII

Parent Information Form
(PIF)

PIF-1

Name of child _____ Date _____
last first middle year month day

PARENT INFORMATION FORM

Please complete this form in pencil. This instrument is being used for the purpose of research to help us learn more about learning disabilities. Your identity and responses to individual items will be held in strict professional confidence.

PLEASE DO NOT WRITE IN THIS SPACE

T I - GENERAL INFORMATION

1. Your name _____ Home telephone _____ Work telephone _____
last first middle
2. Child's name _____ Child's age _____ 1
last first middle
3. Home address _____ Child's relation to you _____ 2
street city zip
4. Mother's date of birth _____ Age now _____ Your age at child's birth _____ 3,4
5. Biological father's date of birth _____ Population of 5
month day year mother's home
6. Mother's birthplace _____ Religion _____ town _____ 6,7
city state
7. Mother's employment: Fulltime _____ Part-time _____ None _____ 8
8. Mother's occupation _____ Spouse's occupation _____ 9,10
9. Total family income: below $10,000 ___ below $15,000 ___ above $16,000 ___ above $20,000 ___ 11
10. Residence: Apartment ___ Rented home ___ Own home ___ Other ___ 12
City ___ Suburb ___ Rural ___
11. Your marital status: Single ___ Engaged ___ Married ___ Separated ___ 13
Divorced ___ Widowed ___ No. of children ___ 14

II - FAMILY CONSTELLATION - NATURAL PARENTS

Please list in order of birth yourself and your brothers and sisters, starting with the oldest, then second oldest, and ending with the youngest. Circle the sex of each; circle your name. Underline the name of any one or more persons who had learning problems. Please do the same for the other natural parent.

1. Mom's brothers and sisters.

Name	Sex	Age	No. Yrs. Education
_____	M F	___	___
_____	M F	___	___
_____	M F	___	___
_____	M F	___	___
_____	M F	___	___
_____	M F	___	___

2. Dad's brothers and sisters.

Name	Sex	Age	No. Yrs. Education
_____	M F	___	___
_____	M F	___	___
_____	M F	___	___
_____	M F	___	___
_____	M F	___	___
_____	M F	___	___

15,16

RT III - FAMILY LEARNING HISTORY - NATURAL PARENTS

DO NOT WRITE IN THIS SPACE

If a learning problem existed in mother's family, please check above Mom; if in father's family, check above Dad.

1. Has any relative had learning problems that you know of? Yes ___ ___ (Mom Dad); No ___ ___ (Mom Dad) — 17,18

2. If yes, what relation was this person to you:

   a. Mother ___ ___ (Mom Dad); b. Father ___ ___ (Mom Dad); c. Brother ___ ___ (Mom Dad); d. Sister ___ ___ (Mom Dad) — 19,20

   e. Aunt ___ ___; f. Uncle ___ ___; g. Cousin ___ ___; h. Other(specify) _____

3. Are you: righthanded ___ ___ (Mom Dad); left-handed ___ ___ (Mom Dad); ambidexterous ___ ___ (Mom Dad) — 21,22

RT IV - EDUCATION BACKGROUND - NATURAL PARENTS

Choose from grades K 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 beyond 16, in answering items 1 - 3. Which grade was the

1. highest grade completed: ___ ___ (Mom Dad) — 23,24
2. easiest grade: ___ ___ (Mom Dad) — 25,26
3. hardest grade: ___ ___ (Mom Dad) — 27,28

4. Did you ever receive private tutoring? No ___ ___ (Mom Dad); Yes ___ ___ (Mom Dad) If yes, what grade(s)? _____ (Mom Dad) What subject(s)? _____ — 29,30 31,32 33,34

5. Did you ever repeat a grade(s)? No ___ ___ (Mom Dad); Yes ___ ___ (Mom Dad) If yes, which grade(s) did you repeat? ___ ___ (Mom Dad) — 35,36 37,38

6. Rate the difficulty you had as a student in learning the following subjects using: 1 - very easy; 2 - easy; 3 - moderately hard; 4 - hard; 5 - very hard — 39,40 41,42 43,44 45,46 47,48 49,50 51,52 53,54

	Mom	Dad			Mom	Dad	
a.	___	___	Reading	e.	___	___	Social Studies
b.	___	___	Math	f.	___	___	Art
c.	___	___	Handwriting	g.	___	___	Music
d.	___	___	Spelling	h.	___	___	Physical Education

RT V - LEARNING EXPERIENCE - NATURAL PARENTS

Questions 1 - 4 refer to mother.

1. Do you consider that you had a learning disability while in school? No___ Yes___ — 55

2. If yes, describe what the problem was and the circumstances when you became aware of the problem. What was your age at that time?

_____ 56
_____ 57 58
_____

3. Do you consider that you now have a learning disability? No___ Yes___ — 59

DO NOT WRITE IN THIS SPACE

4. If yes, what is the problem? _____ 60

_____

_____

_____

Questions 5 - 8 refer to father.

5. Do you consider that you had a learning disability while in school? No___ Yes___ 61

6. If yes, describe what the problem was and the circumstances when you became aware of the problem. What was your age at that time? _____ 62 63 64

_____

_____

_____

7. Do you consider that you now have a learning disability? No___ Yes___ 65

8. If yes, what is the problem? _____ 66

_____

_____

RT VI - LEISURE ACTIVITIES - PARENTS

1. Please rank these leisure activities according to your preference using: 1 - best liked; 2 - second best liked; 3 - third best liked; etc. to 9 - least liked.

	Mom	Dad		
a.	___	___	reading	67,68
b.	___	___	TV	69,70
c.	___	___	arts and crafts	71,72
d.	___	___	playing musical instrument(s)	73,74
e.	___	___	spectator sports	75,76
f.	___	___	active sports	77,78
g.	___	___	card games, puzzles	
h.	___	___	camping	
i.	___	___	other (specify)_____	

MARTHA W. BLACKWELL, Ph.D.
AUBURN UNIVERSITY AT MONTGOMERY

THIS FORM USED WITH PERMISSION OF AUTHOR

DO NOT REPRODUCE WITHOUT PERMISSION

APPENDIX XIV

Child Information Form
(CIF)

CIF-1

Date _____
year month day

CHILD INFORMATION FORM

PLEASE DO NOT WRITE IN THIS SPACE

PART I - GENERAL INFORMATION

1. Child's name _____ Date of birth _____
last first middle year month day
Present age _____ 1
2. Address _____ Telephone _____
street city zip
3. Name of person completing form _____
last first middle
4. Your relation to child: Biological mother____ Biological father____ 2
Stepparent_____ Other (please specify)_____
5. Child lives with: Both parents____ Mother____ Father____ Adoptive parents____ 3
Other(please specify)_____
6. If adopted, what age was child? 0 to 3 months_____ 4 to 6 months_____ 4
7 to 9 months____ 10 months to 1 year____ Other)please specify)____
7. Child's birthplace_____ Population of child's birthplace_____ 5
8. If not parent(s), who takes care of child during non-school hours?_____ 6

_____

9. If mother works, at what age was child when she started?_____ 7

PART II - FAMILY CONSTELLATION - CHILD'S

1. Please list in order of birth the child, brothers, and sisters starting with oldest and including this child. Circle this child's name. Underline the name(s) of any other child (children) with learning problems.

Name (first last)	Sex	Age	No. Years Education	
_____	M F	___	___	8
_____	M F	___	___	
_____	M F	___	___	
_____	M F	___	___	
_____	M F	___	___	
_____	M F	___	___	

2. In addition to the parents do any other adults and/or stepsisters or stepbrothers live with the child? No___ Yes(specify) _____ 9

PART III - DEVELOPMENT

1. Child's birth weight _____ 10
lbs. oz.
2. Child's age when: walked_____ 11
3. Child's age when: talked_____ 12
4. Is your child: right-handed____ left-handed____ ambidextrous____ 13

PLEASE DO NOT WRITE IN THIS SPACE

PART IV - EDUCATION BACKGROUND

Child has previously attended:

1. nursery school (age 2 through 4) No___ Yes___ How many years? ____ 14
2. kindergarten (age 5 and 6): No___ Yes___ How many years? ____ 15
3. Sunday school: No___ Yes___ How many years? ____ 16
4. summer school: No___ Yes___ What grade(s)? ____ 17
5. special summer educational program No___ Yes___ What year(s)? ____ 18
6. Has child received private tutoring? No___ Yes___ If yes, what grade(s)? _____ 19,20
7. If yes, what subject(s)?_____ No. of weeks_____ or months_____ 21,22
8. Has the child repeated one or more grades?No___ Yes___ If yes, what grade(s)?_____ 23
9. Grade completed_____ Grade next school year_____ 24
10. For the subjects listed below please rate the learning difficulty your child has experienced as follows: 1 - very easy; 2 - easy; 3 - moderately hard; 4 - hard; 5 - very hard

a. reading	_____	e. handwriting	_____	25,26,
b. math	_____	f. art	_____	27,28,
c. social studies	_____	g. music	_____	29,30
e. spelling	_____	h. physical education	_____	31,32

PART V - LEARNING EXPERIENCE

1. Your estimate of the child's general learning potential:

   a. very bright___ b. above average___ c. average___ d. below average___ 33
2. Approximate date when learning problem first noticed: _____ 34
   month day year
3. Approximate date when child was first tested: _____ 35
   month day year
4. What was the learning difficulty? Describe briefly the circumstances which caused you to notice the child's learning difficulties. What was the child's age?

   _____ 36
   _____ 37
   _____ 38
   _____
   _____
   _____

PLEASE DO NOT WRITE IN THIS SPACE

PART VI - LEISURE ACTIVITIES - CHILD'S

1. Is your child a member of an organization such as the "Y" or Scouts? 39
   No____ Yes(specify)_____

2. In playing, which does your child prefer? 40

   a. _____ younger children
   b. _____ same-age children
   c. _____ older children
   d. _____ all ages of children
   e. _____ alone

3. Please rank according to your child's preferred leisure activities, starting with 1 for best liked, 2 for second best liked, etc.

   a. ____ reading 41
   b. ____ TV 42
   c. ____ arts and crafts 43
   d. ____ playing musical instrument(s) 44
   e. ____ spectator sports 45
   f. ____ active sports 46
   g. ____ card games, puzzles 47
   h. ____ camping 48
   i. ____ other

4. Other information you may wish to share concerning your child's educational and/or special abilities development, such as church related activities, piano lessons, dancing lessons, etc._____ 49

_____

_____

_____

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_____

MARTHA W. BLACKWELL,Ph.D.
AUBURN UNIVERSITY AT MONTGOMERY

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APPENDIX XV

Health History Form
(HIF)

Child's Name_____ Date_____
last first middle month date year

HEALTH HISTORY FORM

PART I - PRENATAL - POSTNATAL INVENTORY

PLEASE DO NOT WRITE IN THIS SPACE

A. Births of Child's Natural Parents

1. Was natural father's birth normal? Yes___ No___(specify)_____ | 1

_____

2. Was natural mother's birth normal? Yes___ No___(specify)_____ | 2

_____

B. Birth of Your Learning Disabled Child

1. What was mother's age at time of child's birth?_____ Father's age?_____ | 3,4

2. Was the mother well during pregnancy with this child? Yes___ No___ If no, what was the trouble/disease the mother had? | 5

_____

_____

3. Did the mother have medication during pregnancy? Yes___ No___ If yes, | 6

what was the medication?_____

4. Did the mother have medication or anesthesia during delivery? Yes___No___ If yes, what did she have?_____ | 7

5. Was the mother's blood type Rh negative? No___ Yes___ | 8

6. Was the child an Rh positive baby? No___ Yes___ | 9

7. Was this child a full-term (9 month) baby? ___ Premature_____ If premature, how many weeks early?_____ | 10

8. Did you notice any birth marks on this child? No___ Yes___ If yes, | 11

describe_____

9. How much did this child weigh at birth? _____ lbs. ____oz. | 12

10. At time of birth this child: was normal____ had problems___. If "problems" what was the problem? | 13

_____

_____

_____

_____

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SPACE

C. Child's Overall Health Pattern

1. During his/her first year this child was: healthy____ sickly____ other____ If "sickly" or "other" what was wrong? 14

_____

_____

2. How would you say this child's health has been while growing?_____ 15

_____

3. Child's present weight_____ Child's present height_____ 16,17

PART II - TRAUMA HISTORY

A. Child and Natural Parents - Checklist

Please indicate which, if any, of the following conditions or illnesses are/were experienced and by whom. Place a check in the appropriate column(s). Space for additional information is provided at the end of this checklist for describing serious and prolonged aftereffects.

Condition	Child	Natural Mother	Natural Father	Date(s)	Duration	Aftereffects	
1. 104° temperature for more than a few hours	____	____	____	____	____	_____	18,19,2
2. hospitalization for any sickness	____	____	____	____	____	_____	
3. coma	____	____	____	____	____	_____	
4. operation of any kind	____	____	____	____	____	_____	
5. unconscious from head injury	____	____	____	____	____	_____	
6. serious accident or injury requiring hospitalization	____	____	____	____	____	_____	

B. Child and Natural Parents - Description of Serious Aftereffects of Trauma

Concerning traumas, please state for serious aftereffects who had the condition, which condition, and description of serious aftereffects. 21,22, 23

Who	Condition	Aftereffect(s)
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

PLEASE DO NOT WRITE IN THIS SPACE

PART III - DISEASE AND ILLNESS OF CHILDREN

A. Child and Natural Parents - Checklist
Please check which, if any, of the following conditions are/were experienced and by whom. Space for additional information regarding serious and prolonged aftereffects is provided at the end of checklist.

		Child	Natural Mother	Natural Father	Date(s)	Duration	Aftereffects	
1.	frequent colds & cough	____	____	____	____	____	____	24
2.	red measles/rubeola	____	____	____	____	____	____	25
3.	German measles	____	____	____	____	____	____	26
4.	whooping cough	____	____	____	____	____	____	27
5.	pneumonia	____	____	____	____	____	____	28
6.	diptheria	____	____	____	____	____	____	29
7.	scarlet fever	____	____	____	____	____	____	30
8.	tuberculosis	____	____	____	____	____	____	31
9.	rheumatic fever	____	____	____	____	____	____	32
10.	meningitis	____	____	____	____	____	____	33
11.	polio	____	____	____	____	____	____	34
12.	cerebral palsy	____	____	____	____	____	____	35
13.	diabetes	____	____	____	____	____	____	36
14.	epilepsy	____	____	____	____	____	____	37
15.	heart trouble	____	____	____	____	____	____	38
16.	kidney trouble	____	____	____	____	____	____	39

B. Child and Natural Parents - Description of Serious Aftereffects of Disease/Illness
If any aftereffects were checked numbers 1 through 16, please state which condition and describe the aftereffect(s):

Who	Condition(s)	Aftereffect(s)	
			40,41
			42,43
			44,45

PART IV - RECURRING HEALTH AND OTHER CONDITIONS FOR CHILD AND PARENTS WITH WHOM CHILD IS NOW LIVING (not necessarily the child's natural parents)

A. Checklist of Recurring Conditions

Please check any of the following conditions which have happened more than once and which continue to happen from time to time.

Condition	Child	Mother	Father	PLEASE DO NOT WRITE IN THIS SPACE
1. physical handicap	____	____	____	46
2. hay fever	____	____	____	47
3. allergies (specific)	____	____	____	48
4. headaches	____	____	____	49
5. skin disorder	____	____	____	50
6. back trouble	____	____	____	51
7. stomach trouble	____	____	____	52
8. high blood pressure	____	____	____	53
9. eneuresis (bedwetting)	____	____	____	54
10. asthma	____	____	____	55
11. nervous tics	____	____	____	56
12. stuttering	____	____	____	57
13. tantrums	____	____	____	58
14. nail biting	____	____	____	59
15. hair twisting	____	____	____	60

B. Description of Recurring Conditions

For any conditions checked above, complete the following:

Who	Condition	How Long?	How Severe?	What Medications Taken (if any)?	
____	____	____	____	____	61,62
____	____	____	____	____	63,64
____	____	____	____	____	65,66
____	____	____	____	____	
____	____	____	____	____	

PLEASE DO NOT WRITE IN THIS SPACE

PART V - CURRENT HEALTH AND OTHER CONDITIONS FOR CHILD AND PARENTS WITH WHOM CHILD IS NOW LIVING (not necessarily the child's natural parents)

A. Current Health Checklist

1. Are any of you currently taking other medication(s) not mentioned previously?

Child	No___	Yes___	What?_____	Why?_____	How long?_____	67
Mother	No___	Yes___	What?_____	Why?_____	How long?_____	68
Father	No___	Yes___	What?_____	Why?_____	How long?_____	69

2. Check the overall state of health at the present time of:

a. Child:	Good____	Average____	Fair____	Poor____	70
b. Mother:	Good____	Average____	Fair____	Poor____	71
c. Father:	Good____	Average____	Fair____	Poor____	72

B. Other Information

If there is other health or relevant information which you consider important, please state here. Some examples of other health information are heavy smoking, use of drugs and alcohol. Some examples of other relevant information include divorce, death of a significant person in the child's life, and others. 73 74 75

_____

_____

_____

_____

_____

_____

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APPENDIX XVI

Parent-Child Inventory (Mother)
(PCI-M)

PARENT-CHILD INVENTORY
(MOTHER)

Please read each item carefully. Respond according to how you act or feel most of the time. Circle the choice that best describes you in relation to your learning disabled child using the letter only which precedes your choice.

1. The affection which you feel and show to your child at the present time is best described as:

   a. feel little affection and show little affection
   b. feel moderate affection but show little affection
   c. feel and show average amount of affection
   d. feel and show strong and considerable affection

2. The rapport between mother and child is:

   a. very distant
   b. distant most of the time
   c. moderately close
   d. very close

3. To what extent does this child tend to agree with views of other family members:

   a. always disagrees
   b. usually disagrees
   c. usually agrees
   d. always agrees

4. To what extent is the mother acquainted with the child's friends?

   a. knows all the child's friends
   b. knows most of the child's friends
   c. knows a few of the child's friends
   d. knows none of the child's friends

5. How much do you agree with this statement: Children would be happier and better behaved if parents would show an interest in their affairs:

   a. wholly agree
   b. agree more than disagree
   c. disagree more than agree
   d. wholly disagree

6. How much do you agree with this statement? Children should not annoy their parents with their unimportant problems:

   a. wholly disagree
   b. disagree more than agree
   c. agree more than disagree
   d. wholly agree

7. How much do you agree with this statement? The trouble with giving attention to children's problems is they usually just make up a lot of stories to keep you interested:

   a. totally disagree
   b. disagree more than agree
   c. agree more than disagree
   d. totally agree

8. When you do things together, children feel close to you and can talk easier:

   a. totally disagree
   b. disagree more than agree
   c. agree more than disagree
   d. totally agree

9. Children are actually happier under strict training:

   a. totally agree
   b. agree more than disagree
   c. disagree more than agree
   d. totally disagree

10. As a parent, which best reflects your view as to what is important with regard to the child enjoying himself or the child meeting high standards:

   a. enjoying himself is most important
   b. enjoying himself and then meeting high standards second
   c. meeting high standards and then enjoying himself
   d. meeting high standards is most important

11. How would you describe the care and consistency with which rules are enforced in your home:

   a. very careful and consistent enforcement
   b. relatively careful and consistent enforcement
   c. lenient and easy going in enforcement of rules
   d. there are no rules

12. It is more effective to punish a child for not doing well than to reward him for succeeding:

   a. strongly agree
   b. agree more than disagree
   c. disagree more than agree
   d. strongly disagree

13. What type of control is used by the mother most of the time when the child violates rules:

   a. spanking
   b. withdraw your attention and give the child the silent treatment
   c. isolate him, such as send him to his room until he can behave
   d. take away his privileges, such as no allowance or no TV viewing

14. Using the choices presented above in item 13, what type of control is used by the father most of the time when the child violates rules?

15. Which parent is most likely to administer punishment:

   a. mother
   b. father

16. How effective would you say punishment of the child usually is:

    a. generally effective
    b. more effective than ineffective
    c. more ineffective than effective
    d. generally ineffective

17. Do you think the child believes that punishment administered by parents is deserved:

    a. generally deserved
    b. deserved more often than not deserved
    c. not deserved more often than deserved
    d. generally not deserved

18. How would you describe the extent of parental control:

    a. high degree of control
    b. moderate degree of control
    c. limited degree of control
    d. often no control

19. In considering the firmness of parental decisions would you say the decisions are:

    a. very firm and decisive
    b. relatively firm and decisive
    c. relatively hesitating and vacillating
    d. very easy to change by child

20. To what extent do you agree a child should not question the thinking of the parents:

    a. strongly agree
    b. agree more than disagree
    c. disagree more than agree
    d. strongly disagree

21. A child has a right to his own point of view and ought to be allowed to express it:

    a. strongly agree
    b. agree more than disagree
    c. disagree more than agree
    d. strongly disagree

22. There is no reason parents should have their own way all the time, any more than children should have their own way all the time:

    a. strongly agree
    b. agree more than disagree
    c. disagree more than agree
    d. strongly disagree

23. Children should have a say in the making of family plans:

a. strongly agree
b. agree more than disagree
c. disagree more than agree
d. strongly disagree

24. Who is the person who decides the child's bedtime the majority of the time:

a. mother
b. father
c. child

25. What is the procedure generally used to obtain the child's cooperation and compliance:

a. discussion and reasoning
b. force and autocratic means

26. A child should be protected from jobs which might be too tiring or hard for him:

a. strongly agree
b. agree more than disagree
c. disagree more than agree
d. strongly disagree

27. Some children don't realize how lucky they are to have parents setting high goals for them:

a. strongly agree
b. agree more than disagree
c. disagree more than agree
d. strongly disagree

28. What degree of anxiety does the mother experience when the child sleeps outside of home:

a. no anxiety
b. little anxiety
c. moderate anxiety
d. considerable anxiety

29. The mother's opinion on whether the child is entitled to privacy in his own room is best described as:

a. child has no right to privacy
b. child has little right to privacy
c. child has some right to privacy
d. child has strong rights to privacy

30. An alert parent should try to learn all her child's thoughts:

a. strongly agree
b. agree more than disagree
c. disagree more than agree
d. strongly disagree

31. Does the child have chores to do at home on a regular basis:

a. yes
b. no

32. How often does the child do chores at home:

a. once a day
b. two or three a week
c. once a week
d. every two weeks

33. What happens most frequently when the child does <u>not</u> do his chores:

a. punishment immediately administered
b. scolding and nagging an hour or more before chore is performed
c. chore waits until child does it
d. parent performs chore because it needs to be done and can't wait

34. What are the mother's aspirations for the child's education:_____

for the child's work or profession:_____

35. What are the father's aspirations for the child's education:_____

for the child's work or profession:_____

APPENDIX XVII

Parent-Child Inventory (Father)
(PCI-F)

PARENT-CHILD INVENTORY
(FATHER)

Please read each item carefully. Respond according to how you act or feel most of the time. Circle the choice that best describes you in relation to your learning disabled child using the letter only which precedes your choice.

1. The affection which you feel and show to your child at the present time is best described as:

   a. feel little affection and show little affection
   b. feel moderate affection but show little affection
   c. feel and show average amount of affection
   d. feel and show strong and considerable affection

2. The rapport between mother and child is:

   a. very distant
   b. distant most of the time
   c. moderately close
   d. very close

3. To what extent does this child tend to agree with views of other family members:

   a. always disagrees
   b. usually disagrees
   c. usually agrees
   d. always agrees

4. To what extent is the mother acquainted with the child's friends?

   a. knows all the child's friends
   b. knows most of the child's friends
   c. knows a few of the child's friends
   d. knows none of the child's friends

5. How much do you agree with this statement: Children would be happier and better behaved if parents would show an interest in their affairs:

   a. wholly agree
   b. agree more than disagree
   c. disagree more than agree
   d. wholly disagree

6. How much do you agree with this statement? Children should not annoy their parents with their unimportant problems:

   a. wholly disagree
   b. disagree more than agree
   c. agree more than disagree
   d. wholly agree

7. How much do you agree with this statement? The trouble with giving attention to children's problems is they usually just make up a lot of stories to keep you interested:

   a. totally disagree
   b. disagree more than agree
   c. agree more than disagree
   d. totally agree

8. When you do things together, children feel close to you and can talk easier:

   a. totally disagree
   b. disagree more than agree
   c. agree more than disagree
   d. totally agree

9. Children are actually happier under strict training:

   a. totally agree
   b. agree more than disagree
   c. disagree more than agree
   d. totally disagree

10. As a parent, which best reflects your view as to what is important with regard to the child enjoying himself or the child meeting high standards:

   a. enjoying himself is most important
   b. enjoying himself and then meeting high standards second
   c. meeting high standards and then enjoying himself
   d. meeting high standards is most important

11. How would you describe the care and consistency with which rules are enforced in your home:

   a. very careful and consistent enforcement
   b. relatively careful and consistent enforcement
   c. lenient and easy going in enforcement of rules
   d. there are no rules

12. It is more effective to punish a child for not doing well than to reward him for succeeding:

   a. strongly agree
   b. agree more than disagree
   c. disagree more than agree
   d. strongly disagree

13. What type of control is used by the mother most of the time when the child violates rules:

   a. spanking
   b. withdraw your attention and give the child the silent treatment
   c. isolate him, such as send him to his room until he can behave
   d. take away his privileges, such as no allowance or no TV viewing

14. Using the choices presented above in item 13, what type of control is used by the father most of the time when the child violates rules?

15. Which parent is most likely to administer punishment:

   a. mother
   b. father

16. How effective would you say punishment of the child usually is:

    a. generally effective
    b. more effective than ineffective
    c. more ineffective than effective
    d. generally ineffective

17. Do you think the child believes that punishment administered by parents is deserved:

    a. generally deserved
    b. deserved more often than not deserved
    c. not deserved more often than deserved
    d. generally not deserved

18. How would you describe the extent of parental control:

    a. high degree of control
    b. moderate degree of control
    c. limited degree of control
    d. often no control

19. In considering the firmness of parental decisions would you say the decisions are:

    a. very firm and decisive
    b. relatively firm and decisive
    c. relatively hesitating and vacillating
    d. very easy to change by child

20. To what extent do you agree a child should not question the thinking of the parents:

    a. strongly agree
    b. agree more than disagree
    c. disagree more than agree
    d. strongly disagree

21. A child has a right to his own point of view and ought to be allowed to express it:

    a. strongly agree
    b. agree more than disagree
    c. disagree more than agree
    d. strongly disagree

22. There is no reason parents should have their own way all the time, any more than children should have their own way all the time:

    a. strongly agree
    b. agree more than disagree
    c. disagree more than agree
    d. strongly disagree

23. Children should have a say in the making of family plans:

    a. strongly agree
    b. agree more than disagree
    c. disagree more than agree
    d. strongly disagree

24. Who is the person who decides the child's bedtime the majority of the time:

    a. mother
    b. father
    c. child

25. What is the procedure generally used to obtain the child's cooperation and compliance:

    a. discussion and reasoning
    b. force and autocratic means

26. A child should be protected from jobs which might be too tiring or hard for him:

    a. strongly agree
    b. agree more than disagree
    c. disagree more than agree
    d. strongly disagree

27. Some children don't realize how lucky they are to have parents setting high goals for them:

    a. strongly agree
    b. agree more than disagree
    c. disagree more than agree
    d. strongly disagree

28. What degree of anxiety does the mother experience when the child sleeps outside of home:

    a. no anxiety
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29. The mother's opinion on whether the child is entitled to privacy in his own room is best described as:

    a. child has no right to privacy
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    d. child has strong rights to privacy

30. An alert parent should try to learn all her child's thoughts:

    a. strongly agree
    b. agree more than disagree
    c. disagree more than agree
    d. strongly disagree

31. Does the child have chores to do at home on a regular basis:

    a. yes
    b. no

32. How often does the child do chores at home:

    a. once a day
    b. two or three a week
    c. once a week
    d. every two weeks

33. What happens most frequently when the child does not do his chores:

    a. punishment immediately administered
    b. scolding and nagging an hour or more before chore is performed
    c. chore waits until child does it
    d. parent performs chore because it needs to be done and can't wait

34. What are the mother's aspirations for the child's education:_____

    for the child's work or profession:_____

35. What are the father's aspirations for the child's education:_____

    for the child's work or profession:_____

MARTHA W. BLACKWELL, Ph.D.
AUBURN UNIVERSITY AT MONTGOMERY

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APPENDIX XVIII

Teacher Letter and Student
Individual Checklist

AUBURN UNIVERSITY AT MONTGOMERY

SCHOOL OF EDUCATION
OFFICE OF THE DEAN

MONTGOMERY, ALABAMA 36117

TELEPHONE (205) 279-9110
ACTS NUMBER 426-3413

Dear Teacher,

_____ has been referred to the Auburn University at Montgomery Learning Disability Clinic for a comprehensive examination. The parent has signed a School Record Release Form. Please fill out the attached Student Individual Checklist on the above named child.

Teachers who teach in grades Kindergarten through grades six should do all sections of the checklist.

Teachers in grades seven through twelve should complete only the last four sections of the checklist. (Behavior, Language and Auditory Development, Personality Development, and Academic Development).

If the child has more than one teacher, please use only one rating scale with each teacher using a different color marker. Be sure to identify each color with each teacher's name and academic area.

In addition, please have each teacher make a few comments as to this child's strengths, weaknesses, and the difficulties s/he is experiencing in school. Please use the space provided below for this purpose. If you need additional space, feel free to continue your comments on the back of this page and add additional pages if needed.

Please return the completed checklist as soon as possible to your building principal.

Sincerely,

Larry L Martin

Larry L. Martin, Ph.D.
Director, AUM Learning Disability Clinic

Teacher Comments:

INSTRUCTIONS

STUDENT INDIVIDUAL CHECKLIST*

Directions: Teachers rate each child on each item in the list using this key:

0 - Not significantly different from the majority of pupils of the same age and grade level
1 - A problem exists but it appears infrequently and inconsistently
2 - A consistent or frequent problem exists

Motor Development	0	1	2
1. Awkward in running, walking, climbing and/or balance	☐	☐	☐
2. Difficulty with hopping and skipping	☐	☐	☐
3. Difficulty learning movements and movement sequences in games	☐	☐	☐
4. Lacks smoothness in clapping, tapping, etc., in rhythm	☐	☐	☐
5. Poor posture	☐	☐	☐
6. Easily fatigued	☐	☐	☐
7. Difficulty in cutting and/or pasting, coloring or writing	☐	☐	☐
8. Works very slowly on simple pencil-paper tasks	☐	☐	☐

Visual Perception (interpreting visual stimuli)			
1. Difficulty in matching (interpreting likeness)- color, form, shape, size	☐	☐	☐
2. Difficulty in discriminating differences - color, form, shape, size	☐	☐	☐
3. Difficulty in recognizing what's missing	☐	☐	☐
4. Difficulty in focusing on relevant detail	☐	☐	☐

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Visual Perception (Continued)	0	1	2
5. Frequently loses place on work-page	☐	☐	☐
6. Difficulty remembering what he sees	☐	☐	☐
7. Difficulty in interpreting reversible letters or words	☐	☐	☐

Visual Motor			
1. Difficulty in assembling simple puzzles	☐	☐	☐
2. Difficulty staying on line or within boundary lines	☐	☐	☐
3. Poor orientation of drawings on page	☐	☐	☐
4. Poor spacing of drawing or writing	☐	☐	☐
5. Difficulty making simple forms	☐	☐	☐
6. Difficulty in copying simple patterns	☐	☐	☐
7. Cramped or sprawled writing	☐	☐	☐
8. Reverses or rotates angles, letters or words	☐	☐	☐

Spatial Organization (Laterality, directionality, time, space)			
1. Disoriented in room, building and playground	☐	☐	☐
2. Untidy with clothing, desk and papers	☐	☐	☐
3. Inconsistent hand preference	☐	☐	☐
4. Confusion of left and right	☐	☐	☐
5. Poor knowledge of body parts	☐	☐	☐

Spatial Organization (Continued)	0	1	2
6. Confusion with relationships (near-far, front-behind, above-below, big-bigger-biggest)	☐	☐	☐
7. Difficulty catching objects	☐	☐	☐
8. Reacts too quickly or slowly to moving stimuli (like a ball thrown to him)	☐	☐	☐
9. Disoriented in time	☐	☐	☐
10. Misjudges distances in play and work activities	☐	☐	☐
Behavior			
1. Distractability - limited ability to screen out irrelevant stimuli, therefore has difficulty in focusing on task	☐	☐	☐
2. School phobia tendencies	☐	☐	☐
3. Hyperactivity - restless activity (twisting, squirming, always up and down, tapping fingers or feet)	☐	☐	☐
4. Hypoactivity - lethargic (seems to lack interest or motivation to learn through moving)	☐	☐	☐
5. Perseveration - repeats excessively some words or actions without "apparent" reason; gets stuck on some letter, sound or word; seems to need security of repeating same word or action over and over again	☐	☐	☐
6. Disinhibition - grabs; puts hands where they don't belong, little regard for danger; can't wait - runs out of line; has to be first; little regard for regulations	☐	☐	☐
7. Impulsivity - irresistible reactions to stimuli (focuses on paper to be rattled, walls to be fingered, books to be slammed, unusual sounds to be made, etc.)	☐	☐	☐

Behavior (Continued)	0	1	2
8. Significant variation in performance levels from hour-to hour, day-to-day	☐	☐	☐
9. Frequently absent due to illness or	☐	☐	☐

Language and Auditory Development			
1. Difficulty in recognizing differences in sounds or words presented orally	☐	☐	☐
2. Difficulty in identifying rhythms	☐	☐	☐
3. Difficulty in understanding oral directions	☐	☐	☐
4. Difficulty expressing thoughts	☐	☐	☐
5. Difficulty understanding meaning of words	☐	☐	☐
6. Difficulty in classifying or categorizing words	☐	☐	☐
7. Difficulty in finishing imcomplete words	☐	☐	☐
8. Difficulty in blending separate parts of a word into a whole word	☐	☐	☐
9. Difficulty with sentence structure or grammatic form	☐	☐	☐
10. Difficulty reproducing from memory sequences presented orally	☐	☐	☐

Personality Development			
1. Daydreams	☐	☐	☐
2. Preoccupied with certain themes, such as violence, desertion, etc.	☐	☐	☐
3. Exaggerated emotional responses (cries too easily, laughs too loud, fears)	☐	☐	☐

Personality Development (Continued)	0	1	2
4. Nervous traits and mannerisms, such as nail biting, thumb sucking, pencil chewing and the like	☐	☐	☐
5. Insecurity - needs constant approval	☐	☐	☐
6. Rigidity - resists changes in routine	☐	☐	☐
7. Seems to have difficulty in being accepted by peers	☐	☐	☐
8. Overly bold and aggressive	☐	☐	☐
9. Withdrawn or shy	☐	☐	☐
Academic Development			
1. Significantly below class average in reading	☐	☐	☐
2. Significantly below class average in spelling	☐	☐	☐
3. Significantly below class average in arithmetic	☐	☐	☐
4. Demonstrates difficulties in the ability to think and reason	☐	☐	☐
5. Has difficulty remembering or retaining what he has learned	☐	☐	☐
6. Has difficulty understanding what he reads	☐	☐	☐
7. Very slow in arriving at reasonable conclusions	☐	☐	☐
8. Has difficulty understanding what he hears	☐	☐	☐

APPENDIX XIX

Parent Notification of Acceptance Letter and
Explanation Enclosure

AUBURN UNIVERSITY AT MONTGOMERY

SCHOOL OF EDUCATION
OFFICE OF THE DEAN

MONTGOMERY, ALABAMA 36117

TELEPHONE (205) 279-9110
ACTS NUMBER 426-3245

March 28, 1980

Dear Parent,

I am pleased to inform you that your child has been chosen for inclusion in the SERRC-AUM Learning Disability Clinic's FREE TESTING PROGRAM. You will be contacted early next week regarding the testing dates. We are looking forward to working with you and your child.

This is also to inform you that AUM will have an intensive summer theraputic education program which will run two mornings a week for seven weeks. The SERRC-AUM Learning Disability Clinic free testing program makes your child eligible for this program on a FEE basis. If you are interested in this program please call the clinic at 279-9110 ext. 418 or 424.

Sincerely,

Larry L. Martin, Ph.D.
Director, Learning Disability Clinic

jcc

PILOT PROJECT ON

30 LEARNING DISABLED CHILDREN

(SERRC - AUM L.D. CLINIC)

Each free evaluation will consist of the following:

a. Parent intake session: a session of approximately one (1) hour which will give the parent(s) an opportunity for input into their child's strengths, weaknesses, and the learning problems he/she is experiencing. This session will take place during the child's initial visit to the clinic. Parents should feel free to bring along a person for moral support to this intake session;

b. Medical, psychological, and educational testing of the child;

c. Written and oral report of test results detailing the child's strengths, weaknesses, learning style(s), suggestions for remediation of problem areas, and, if applicable, additional referral suggestions.

All collected materials will be held in strictest confidence and will not be available to anyone outside of the AUM Learning Disability Clinic staff without written parental permission. Please remember that all transportation must be provided by the parents.

APPENDIX XX

Parent Notification of Appointments,
Registration Form and Summer Program Enclosure

AUBURN UNIVERSITY AT MONTGOMERY

SCHOOL OF EDUCATION
OFFICE OF THE DEAN

MONTGOMERY, ALABAMA 36117

TELEPHONE (205) 279-9110
ACTS NUMBER 426-3245

AUM LEARNING DISABILITY CLINIC

Dear Parents,

We are happy to inform you that your child has been scheduled for his/her free, comprehensive educational, psychological, and medical evaluation at the SERRC-AUM Learning Disability Clinic project. Please check the times and dates below. Please understand that scheduling 30 children for evaluations is a very difficult task. We ask that you be prompt in following the time schedules as listed. Please inform us if it is impossible for you to meet at the times or dates listed. Come to room 100 of the education building and please allow ample time for parking.

Session #1	Session #2
Parent Intake on	No parent responsibility except delivery and pickup of child.
Psychological Testing of Child on	Educational Testing of Child on
Session #3	**Session #4**
Medical Examination of Child on	Parent/Teacher/Clinic Conference on

NOTE: Parents are responsible for:

a. Prompt delivery and pick-up of child.
b. Notifying the school of the child's testing dates so he/she won't be counted absent.
c. And, if desired, arranging for a school representative to be present at the parent/teacher/clinic conference.

The final parent/teacher/clinic conference will be recorded for your use in sharing the information with others.

Enclosed please find some up-to-date information on the summer therapeutic education program being offered by the clinic. This free testing program will qualify your child for inclusion in the program if you wish. The dates, times, and fees for this program are explained in detail. Please send in the registration form if you wish your child to be included.

Sincerely,

Larry L. Martin, Ph.D.
Director, Learning Disability Clinic

cc

enc.

AUBURN UNIVERSITY AT MONTGOMERY

HOOL OF EDUCATION
PARTMENT OF CURRICULUM
ID INSTRUCTION

MONTGOMERY, ALABAMA 36117

TELEPHONE (205) 279-9110
ACTS NUMBER 426-3245

AUM LEARNING DISABILITY CLINIC

WHAT: Summer Therapeutic Education Program for Children with Learning Problems-----Grades 1-9

An intensive, individualized education program will be developed for each child. This program will be designed to be carried out in a cooperative effort between the clinic and the home. The IEP will be carried out in small group settings. Each group will be taught by a master degree licensed learning disability teacher and at least one learning disability practicum student completing graduate level learning disability training at AUM. Each child's therapeutic education program will consist of intensive remedial work in processing abilities, academics, study skills, and group counseling.

WHEN: Students will attend between June 16 and July 31
Parent/Clinic/School Conferences will be held on August 5 and 6

Each student will attend two (2) mornings per week from 8:30-11:30 a.m. for a period of seven (7) weeks. Each student will attend either Monday and Wednesday sessions or Tuesday and Thursday sessions.

The dates for the Monday-Wednesday sessions are 6/16, 6/18, 6/23, 6/25, 6/30, 7/2, 7/7, 7/9, 7/14, 7/16, 7/21, 7/23, 7/28, and 7/30 with parent conferences on August 5 or 6.

The dates for the Tuesday-Thursday sessions are 6/17, 6/19, 6/24, 6/26, 7/1, 7/3, 7/8, 7/10, 7/15, 7/17, 7/22, 7/24, 7/29, and 7/31 with parent conferences on August 5 or 6.

WHERE: AT AUBURN UNIVERSITY AT MONTGOMERY LEARNING DISABILITY CLINIC
ROOM 100, EDUCATION BUILDING

COST: $235.00 Per Child (less than $6.00 per hour of instruction)

NOTE: All participants must receive a comprehensive examination at the AUM Learning Disability Clinic prior to the start of the summer program. Approximate cost of this evaluation is $275.00. The Therapeutic Education Program is based upon the results of this evaluation. Students who have had a comprehensive diagnostic examination performed elsewhere during the last 6 months may submit the results for evaluation.

REGISTRATION FORM

Please save a place for my child _____
in your summer therapeutic education program. I prefer the Monday-Wednesday, Tuesday-Thursday (circle one) dates. Enclosed please find a non-returnable $50.00 registration fee. I understand tnat the balance of $185.00 will be due on or before May 30, 1980.

Parent's Name_____

Child's Name_____

Address_____

Telephone_____

Child's Birthdate_____

Child's Present Grade in School_____

SERRC-AUM

Return to: AUM Learning Disability Clinic
Auburn University at Montgomery
School of Education
Montgomery, Alabama 36193

AUM LEARNING DISABILITY CLINIC
STAFF

Larry L. Martin, Ph.D.
Clinic Director
Associate Professor of
Learning Disabilities

Thomas C. Nolan, M.D.
Medical Director
Pediatrician

Maryruth K. Nivens, Ph.D.
Licensed Counselor
Parent Education and
Counseling Consultant
Associate Professor of
Counselor Education

Richard A. Cornell, Ph.D.
Speech and Hearing Consultant
Associate Professor of
Audiology

Judd A. Katz, Ed.D.
Licensed Psychologist
Parent Education and
Management Consultant
Associate Professor of
Psychology

Therese Graham, Ed.S.
Psychometrist
Assistant Professor of
Special Education

Martha W. Blackwell, Ph.D.
Certified School Psychologist
Assistant Professor of
Educational Psychology -
Measurement and Evaluation

Patsy Hull, B.S.
Educational Diagnostician
Graduate Student in
Learning Disabilities

Veronica Carr, M.A.
Parent Education Consultant
Instructor in Learning
Disabilities

Carol Clark
Staff Secretary/Receptionist

Summary Report of Auburn University at Montgomery
Summer Therapeutic Education Model Program

The Summer Therapeutic Education Program utilized a 1 to 3 teacher/student ratio. A team consisting of an experienced teacher, certified at the Master's level in Learning Disabilities and a graduate student enrolled in a Learning Disability Practicum, developed and implemented an individualized education program for each pupil enrolled.

An intensive parent education program was developed and implemented by the clinic staff to assist parents in meeting the unique needs of their children. In addition, parents were informed regarding ways to work cooperatively with school personnel.

At the conclusion, a parent conference was held, at which time a complete report was presented indicating the child's strengths, weaknesses, learning style, and methods and materials used for program implementation. Recommendations were made for both parents and school personnel regarding the child's individual program needs. (See individual case studies for examples of final reports.)

APPENDIX XXI

Parent Notification of Non-Acceptance Letter

AUBURN UNIVERSITY AT MONTGOMERY

SCHOOL OF EDUCATION
OFFICE OF THE DEAN

MONTGOMERY, ALABAMA 36117

TELEPHONE (205) 279-9110
ACTS NUMBER 426-3245

March 28, 1980

Dear Parent,

Due to the large number of applications for the SERRC-AUM Learning Disability Clinic FREE TESTING PROGRAM we regret to inform you that your child has not been selected for inclusion in the pilot project. Should a cancellation occur, your child will be reconsidered for testing and you will be notified. If you desire for your child to be tested on a FEE BASIS, please contact the Clinic for details and an appointment at 279-9110 ext. 418 or 424.

Please be aware that AUM will have an intensive summer therapeutic education program which will run for two mornings per week for seven weeks. We are presently accepting applications for this program. Evaluation by the AUM Learning Disability Clinic staff is required before entry into the summer clinic program. If you are interested in this program, please call the above number for details and an application.

Sincerely,

Larry L. Martin, Ph.D.
Director, Learning Disability Clinic

jcc

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APPENDIX XXII

Testing Schedule

SERRC - AUM Learning Disability Clinic
FREE TESTING SCHEDULE

DATE	TESTING	MEDICAL	CONFERENCE
April 7	#1 8:30-12:00		
April 8	#1 8:30-12:00 #2 8:30-12:00		
April 9	#2 8:30-12:00 #3 8:30-12:00		
April 10	#3 8:30-12:00 #4 8:30-12:00		
April 11	#4 8:30-12:00		
April 14	#5 8:30-12:00		
April 15	#5 8:30-12:00 #6 8:30-12:00		
April 16	#6 8:30-12:00 #7 8:30-12:00		
April 17	#7 8:30-12:00 #8 8:30-12:00	#1 10:00-10:45 #2 10:45-11:30 #4 12:15-1:00 #8 1:00-1:30 #3 1:30-2:00	
April 18	#8 8:30-12:00	#7 10:00-10:30 #5 10:30-11:00 #6 11:00-11:30	#1 8:30-9:30 #2 9:30-10:30 #3 10:30-11:30 #4 11:30-12:30
April 21	#9 8:30-12:00		
April 22	#9 8:30-12:00 #10 8:30-12:00		
April 23	#10 8:30-12:00 #11 8:30-12:00		
April 24	#11 8:30-12:00 #12 8:30-11:30	#9 10:30-11:00 #10 11:00-11:30 #12 11:30-12:00 #11 12:00-12:30	
April 25	#12 8:30-12:00		

DATE	TESTING	MEDICAL	CONFERENCE
April 28	#13 8:30-12:00		#5 8:30-9:30 #6 9:30-10:30 #7 10:30-11:30 #8 11:30-12:30
April 29	#13 8:30-12:00 #14 8:30-12:00		
April 30	#14 8:30-12:00 #15 8:30-12:00		
May 1	#15 8:30-12:00 #16 8:30-11:30	#13 10:30-11:00 #14 11:00-11:30 #16 11:30-12:00 #15 12:00-12:30	
May 5	#16 8:30-12:00 #17 8:30-12:00		
May 6	#17 8:30-12:00 #18 8:30-12:00		
May 7	#18 8:30-12:00 #19 8:30-12:00		
May 8	#19 8:30-12:00 #20 8:30-11:30	#17 10:30-11:00 #18 11:00-11:30 #20 11:30-12:00 #19 12:00-12:30	#9 1:00-2:00 #10 2:00-3:00 #11 3:00-4:00 #12 4:00-5:00
May 9	#20 8:30-12:00		
May 12	#21 8:30-12:00 #25 8:30-12:00		
May 13	#21 8:30-12:00 #22 8:30-12:00 #25 12:30-4:00		
May 14	#22 8:30-12:00 #23 8:30-12:00		
May 15	#23 8:30-12:00 #24 8:30-11:30	#21 10:00-10:30 #22 10:30-11:00 #25 11:00-11:30 #24 11:30-12:00 #23 12:00-12:30	#13 1:00-2:00 #14 2:00-3:00 #15 3:00-4:00 #16 4:00-5:00

DATE	TESTING	MEDICAL	CONFERENCE
May 16	#24 8:30-12:00		
May 19	#26 8:30-12:00 #30 8:30-12:00		
May 20	#26 8:30-12:00 #27 8:30-12:00 #30 1:00-4:30		
May 21	#27 8:30-12:00 #28 8:30-12:00		
May 22	#28 8:30-12:00 #29 8:30-12:00	#26 10:00-10:30 #27 10:30-11:00 #30 11:00-11:30 #29 11:30-12:00 #28 12:00-12:30	#17 1:00-2:00 #18 2:00-3:00 #19 3:00-4:00 #20 4:00-5:00
May 23	#29 8:30-12:00		
May 28			#21 8:30-9:30 #22 9:30-10:30 #23 10:30-11:30 #24 1:30-2:30 #25 2:30-3:30
May 29			#26 8:30-9:30 #27 9:30-10:30 #28 10:30-11:30 #29 1:30-2:30 #30 2:30-3:30

APPENDIX XXIII

Parent Responsibility Form

SERRC - AUM Learning Disability Clinic
Testing Project

Session #1*
Parent Intake Interview
Psychological and Educational Testing of Child

Parent: 8:30-9:30 - Parent Intake Interview
Child: 8:30-12:00 - Psychological and Educational Testing
- Take picture for files
- Ocular Control
- Draw a Person
- Alphabet & Numbers
- Wechsler Intelligence Scale for Children-Revised
- Bender Visual-Motor Gestalt Test
- Key Math
- Peabody Picture Vocabulary Test

Session #2*

Vision and Hearing Screening
Educational Testing of Child

Parent: No responsibility except delivery and pickup of child
Child: 8:30-12:00
- Visual Screening
- Hearing Screening
- ITPA or Detroit
- Woodcock Reading Mastery Test
- Wepman Auditory Discrimination Test
- Beery-Buktenica Developmental Test of Visual-Motor Integratic
- Wide Range Achievement Test

Session #3

Medical Examination

Parent: Delivery and pickup of child
Child: Medical Examination during appointment period. The examination will take approximately 30 to 45 minutes.

Session #4
Parent/Teacher/Clinic Conference

Child:	Usually not present. May be requested to be present if a need is identified.
Parent:	One or both parents need to attend this conference. The conference is scheduled for one hour. The parent may bring people of their choice to the conference.
School Personnel:	Appropriate school personnel are welcome to attend the final conference. The parent is responsible for notifying and inviting the appropriate people.

The parent/teacher/clinic conference will be recorded for the use of the parent(s). The parent(s) will receive two (2) copies of the final staffing report for their use. This report will include a summary of all test results, a listing of strengths and weaknesses, a description of the child's apparent learning styles, and some recommendations for educational programming.

*The tests listed under sessions 1 and 2 are examples of the tests that will be utilized. The exact tests used will vary depending upon the age and needs of the child.

APPENDIX XXIV

Parent Intake Guideline and Form

AUBURN UNIVERSITY AT MONTGOMERY

SCHOOL OF EDUCATION
DEPARTMENT OF FOUNDATIONS,
SECONDARY, AND COUNSELOR EDUCATION

MONTGOMERY, ALABAMA 36117

TELEPHONE (205) 279-911[illegible]
ACTS NUMBER 426-3428

Before the interviewer sees the parent(s)

1. Check to see that the forms are complete and all releases signed.
2. Check and red flag any problem areas

With the parent(s)

1. Explain the services offered by this clinic including counseling
2. Discuss the parents expections a) for the clinic, b) for the staff, c) for the testing results, d) for the child.
3. Review any red-flagged or incomplete areas
4. Discuss clinic requirements for parent involvement, time, transportation.
5. Address the prior and existing remediation:
   - What has been done at school
   - What has been done at home
   - What has been done by school and home together
   - How long have these strategies been used
   - What are the strengths of these procedures
   - What are the weaknesses of these procedures
6. Discuss the summer school therapeutic program.
7. Make next appointment

PARENT INFORMATION FORM

NAME_____ GRADE_____

What has been done at home:

Supervised homework

Special work

Study habits

Grades Are you pleased with program

What is done at school:

Special concessions

In L.D. class - How long

Medical problem:

Allergy - Illness - Surgery - Glasses - Hearing - Medication - Hospitilized

Sleep habits:

Light or heavy sleeper - Enuresis - Sleep walks - Hours of sleep -

Frightening dreams

Diet:

Controlled - Sugar - Milk

Reading:

Recreational - Comic books - Only school work

Are books and magazines around the house

T.V.:

Educational - Entertainment - Controlled time - Excessive

Self Concept:

Good or poor student - Good or poor person - Smart/dumb - Likes school
Dislikes school

Family Concept:

We see him as good or poor student

Sports & Recreation:

APPENDIX XXV

Student Intake Form

STUDENT INTAKE FORM

ASK STUDENT FOR:

Name_____

Birthday_____

Telephone_____

Address_____

1. A. Why are you here? B. What did your mom or teacher say to you about why you were coming here?

   A.

   B.

2. Do you like school?

3. What subjects do you like?

4. What subjects do you dislike?

5. Ask about any subjects not listed above.

6. Go back to questions 3, 4, 5, and find out grades on the subjects listed.

7. Do you go to a special program now? If so, what kind and for what subjects and for how long each day and/or week?

8. Do you know what you want to do when you grow up?

9. Ask about some current events (i.e., race for the presidency, hostages, etc.)

10. Have student do the following:

    Draw a Person
    Alphabet & Numbers
    Dvorine Color Plates
    Peabody Picture Vocabulary Test

11. Do Ocular Pursuits test

    Both Eyes

    Convergence

    Eye Covered First

    Right Eye

    Left Eye

APPENDIX XXVI

Medical Evaluation Form

MEDICAL EVALUATION FORM

I. INTERVIEW -

A. Reason for Referral

B. Areas of Difficulty

C. Remedial Efforts

D. Child's Reaction

E. Family Interaction

F. Areas of Strength - (i.e. Sports, Personality, etc.)

G. Past Medical History - Birth, Development

H. Laterality

I. Other Problems - Enuresis, Nail Biting, etc.)

II. PHYSICAL EXAMINATION

A. Wt. Ht. B.P.

B. General Appearance - Symmetry

C. Head

D. Eyes

E. Ears

F. Mouth, Pharynx, Tongue

G. Nose

H. Neck, Glands, Thyroid

I. Chest

J. Heart

K. Lungs

L. Abdomen

M. Genitalia

N. Extremities

APPENDIX XXVII

Staff Referral Form

AUBURN UNIVERSITY AT MONTGOMERY

LEARNING DISABILITY CLINIC

STAFF REFERRAL FORM

Date_____

Name_____

Address_____

_____

Parents_____

Birthdate_____

Referred to_____

Referred by Auburn University at Montgomery Learning Disability Clinic, Montgomery, Alabama 36117

Reason for Referral_____

_____

_____

Parents will inform the Learning Disability Clinic of their scheduled appointment at your facility. Please note that a parent release of information form is attached. Please return this form and a written report of your findings within 10 days of your examination.

Send the above to the following address: AUM Learning Disability Clinic
School of Education
Auburn University at Montgomery
Montgomery, Alabama 36117

Since this child's diagnostic profile will be incomplete until we receive your information, we will appreciate your assistance in this matter. If you have any questions, please contact me at this phone number: (205) 279-9110 EXT. 418 or 424.

Sincerely,

Larry L. Martin, Ph.D., Director
AUM Learning Disability Clinic

APPENDIX XxVIII

Listing of Project Staff

SERRC LEARNING DISABILITY CLINIC
MODEL DEVELOPMENT STAFF

Faye M. Brown, Ed.D.
Director
SERRC

Larry L. Martin, Ph.D.
Clinic Director
Associate Professor of
Learning Disabilities

Maryruth K. Nivens, Ph.D.
Licensed Counselor
Parent Education and
Counseling Consultant
Associate Professor of
Counselor Education

Judd A. Katz, Ed.D.
Licensed Psychologist
Parent Education and
Management Consultant
Associate Professor of
Psychology

Martha W. Blackwell, Ph.D.
Certified School Psychologist
Assistant Professor of
Educational Psycnology -
Measurement and Evaluation

Veronica Carr, M.A.
Parent Education Consultant
Instructor in Learning
Disabilities

Linda J. Steele, Ed.S.
Educational Programmer
SERRC

Thomas C. Nolan, M.D.
Medical Director
Pediatrician

Richard A. Cornell, Ph.D.
Speech and Hearing
Consultant
Associate Professor of
Audiology

Therese Graham, Ed.S.
Psychometrist
Assistant Professor of
Special Education

John W. Remko, Ed.D.
Director, AUM Computer
Center

Patsy Hull, M.Ed.
Educational Diagnostician

Carol Clark
Staff Secretary/Receptionist

APPENDIX XXIX

Cross Reference Checklist Tables

CHART #1
AUDITORY DISCRIMINATION

ITPA Auditory Reception	S
ITPA Auditory Association	P
ITPA Auditory Memory	S
ITPA Grammatic Closure	S
ITPA Auditory Closure	S
ITPA Sound Blending	S
WISC-R Vocabulary	S
WISC-R Digit Span	S
Peabody P.V.T.	S
Vineland SMS-Communication	S
Pupil BEH. Rating Scale Auditory Comp.	S
Pupil BEH. Rating Scale Spoken Language	S
Denver D.S. Language	S
Wepman Auditory Discrimination	P
Woodcock Reading Word Attack	S
Key Math Mental Computation	S
Key Math Word Problems	S
Key Math Missing Elements	S
Key Math Measurement	S
WRAT Spelling	S
Detroit TLA Verbal Absurdities	S
Detroit TLA Verbal Opposites	S
Detroit TLA Auditory Attn. Unrel. Syll.	S
Detroit TLA Oral Commissions	S
Detroit TLA Social Adjustment A	S
Detroit TLA Orientation	S
Detroit TLA Auditory Attn. Rel. Syll.	S
Detroit TLA Social Adjustment B	S
Detroit TLA Oral Directions	S
Detroit TLA Liknesses and Differences	S
Observations During Testing	P
Reported by Teacher	P
Reported by Parent	P
Colorado Checklist	P

Note: The letter "P" refers to a primary measure (the test or subtest was specifically designed to measure this process ability). The letter "S" refers to a secondary measure (the test or subtest was not specifically designed to measure this process ability, however, the student's performance level may be lowered if s/he has a weakness in this area).

CHART #2
VISUAL DISCRIMINATION

ITPA Visual Memory	S
ITPA Visual Association	S
ITPA Visual Closure	P
WISC-R Similarities	S
WISC-R Picture Completion	S
WISC-R Picture Arrangement	S
WISC-R Block Design	P
WISC-R Object Assembly	P
WISC-R Coding	S
WISC-R Mazes	S
Peabody P.V.T.	S
Bender Motor Gestalt Test	P
Denver D.S. Fine Motor	S
Frostig DTVP Figure Ground	P
Frostig DTVP Shape Constancy	P
Frostig DTVP Position in Space	P
Frostig DTVP Spatial Relations	P
Beery Buktenika	P
Woodcock Reading Letter Identification	S
Woodcock Reading Word Identification	S
Woodcock Reading Word Attack	S
Woodcock Reading Word Comprehension	S
Woodcock Reading Passage Comprehension	S
Key Math Numeration	P
Key Math Fractions	S
Key Math Geometry and Symbols	P
Key Math Addition	S
Key Math Subtraction	S
Key Math Multiplication	S
Key Math Division	S
Key Math Mental Computation	S
Key Math Numerical Reasoning	S
Key Math Word Problems	S
Key Math Missing Elements	S
Key Math Money	S
Key Math Measurement	S
Key Math Time	S
WRAT Reading	S
WRAT Arithmetic	S
Detroit TLA Pictorial Absurdities	S
Detroit TLA Pictorial Opposites	S
Detroit TLA Visual Attn. Span Obj.	S
Detroit TLA Designs	P
Detroit TLA Number Ability	S
Detroit TLA Visual Attn. Letters	P
Detroit TLA Disarranged Pictures	S
Detroit TLA Oral Directions	S
Observations During Testing	P
Reported by Teacher	P
Reported by Parent	P
Colorado Checklist	P

CHART #3
AUDITORY MEMORY SHORT TERM

ITPA Auditory Memory	P
ITPA Grammatic Closure	S
ITPA Auditory Closure	S
ITPA Sound Blending	P
WISC-R Similarities	S
WISC-R Arithmetic	S
WISC-R Digit Span	P
Peabody P.V.T.	S
Pupil BEH. Rating Scale Auditory Comp.	S
Pupil BEH. Rating Scale Spoken Language	S
Denver D. S. Language	S
Wepman Auditory Discrimination	S
Key Math Numeration	S
Key Math Fractions	S
Key Math Geometry and Symbols	S
Key Math Mental Computation	S
Key Math Word Problems	S
Key Math Missing Elements	S
Key Math Money	S
Key Math Measurement	S
Key Math Time	S
WRAT Spelling	S
Detroit TLA Verbal Absurdities	S
Detroit TLA Verbal Opposites	S
Detroit TLA Auditory Attn. Unrel. Syll.	P
Detroit TLA Oral Commissions	P
Detroit TLA Orientation	S
Detroit TLA Auditory Attn. Rel. Syll.	P
Detroit TLA Number Ability	S
Detroit TLA Oral Directions	P
Observations During Testing	P
Reported by Teacher	P
Reported by Parent	P
Colorado Checklist	P

CHART #4
AUDITORY MEMORY LONG TERM

ITPA Auditory Reception	S
ITPA Auditory Association	P
ITPA Verbal Expression	S
ITPA Grammatic Closure	S
ITPA Auditory Closure	S
ITPA Sound Blending	S
WISC-R Information	S
WISC-R Similarities	S
WISC-R Arithmetic	S
WISC-R Vocabulary	S
WISC-R Comprehension	S
Peabody P.V.T.	S
Vineland SMS Communication	S
Pupil BEH. Rating Scale Auditory Comp.	S
Pupil BEH. Rating Scale Spoken Language	S
Pupil BEH. Rating Scale Personal-Social Adjustment	S
Alphabet and Numbers	S
Denver D.S. Person. Social Behavior	S
Denver D.S. Language	S
Purdue PMS Ident. of Body Parts	S
Woodcock Reading Letter Identification	S
Woodcock Reading Word Identification	S
Woodcock Reading Word Attack	S
Woodcock Reading Word Comprehension	S
Woodcock Reading Passage Comprehension	S
WRAT Reading	S
WRAT Arithmetic	S
WRAT Spelling	S
Detroit TLA Verbal Absurdities	S
Detroit TLA Verbal Opposites	S
Detroit TLA Social Adjustment A	S
Detroit TLA Orientation	S
Detroit TLA Free Association	S
Detroit TLA Social Adjustment B	S
Detroit TLA Likenesses & Differences	S
Observations During Testing	P
Reported by Teacher	P
Reported by Parent	P
Colorado Checklist	P

CHART #5
AUDITORY SEQUENTIAL MEMORY

ITPA Auditory Memory	P
ITPA Auditory Closure	S
ITPA Sound Blending	S
WISC-R Comprehension	S
WISC-R Digit Span	P
Pupil BEH. Rating Scale Auditory Comprehension	S
Alphabet and Numbers	S
Purdue PMS - Jumping	S
Key Math Numeration	S
Key Math Addition	S
Key Math Subtraction	S
Key Math Multiplication	S
Key Math Division	S
Key Math Mental Computation	P
Key Math Word Problems	P
WRAT Arithmetic	S
WRAT Spelling	S
Detroit TLA Verbal Absurdities	S
Detroit TLA Audit. Attn. Unrel. Syll.	S
Detroit TLA Oral Commissions	P
Detroit TLA Social Adjustment A	S
Detroit TLA Visual Attn. Span Obj.	S
Detroit TLA Orientation	S
Detroit TLA Auditory Attn. Rel. Syll.	P
Detroit TLA Number Ability	S
Detroit TLA Visual Attn. Span Letters	S
Detroit TLA Oral Directions	P
Observations During Testing	P
Reported by Teacher	P
Reported by Parent	P
Colorado Checklist	P

CHART #6
VISUAL MEMORY SHORT TERM

ITPA Visual Memory	P
WISC-R Digit Span	S
WISC-R Coding	S
WISC-R Mazes	S
Detroit TLA Visual Attn. Span Obj	P
Detroit TLA Designs	P
Detroit TLA Visual Attn. Span Letters	P
Observations During Testing	P
Reported by Teacher	P
Reported by Parent	P
Colorado Checklist	P

CHART # 7
VISUAL MEMORY LONG TERM

ITPA Auditory Reception	S
ITPA Visual Reception	S
ITPA Auditory Association	S
ITPA Visual Association	S
ITPA Visual Closure	P
ITPA Verbal Expression	S
ITPA Manual Expression	S
WISC-R Information	S
WISC-R Similarities	S
WISC-R Arithmetic	S
WISC-R Vocabulary	S
WISC-R Picture Completion	P
WISC-R Picture Arrangement	S
WISC-R Object Assembly	S
Draw-A-Person	S
Alphabet and Numbers	P
Woodcock Reading Letter Identification	S
Woodcock Reading Word Identification	S
Woodcock Reading Word Attack	S
Woodcock Reading Word Comprehension	S
Woodcock Reading Passage Comprehension	S
Key Math Numeration	S
Key Math Fractions	S
Key Math Geometry and Symbols	S
Key Math Addition	S
Key Math Subtraction	S
Key Math Multiplication	S
Key Math Division	S
Key Math Mental Computation	S
Key Math Numerical Reasoning	S
Key Math Word Problems	S
Key Math Missing Elements	S
Key Math Money	S
Key Math Measurement	S
Key Math Time	S
WRAT Reading	S
WRAT Arithmetic	S
WRAT Spelling	S
Detroit TLA Pictorial Absurdities	S
Detroit TLA Verbal Absurdities	S
Detroit TLA Social Adjustment A	S
Detroit TLA Orientation	S
Detroit TLA Free Association	S
Detroit TLA Number Ability	S
Detroit TLA Social Adjustment B	S
Detroit TLA Disarranged Pictures	P
Detroit TLA Likenesses and Differences	S
Observations During Testing	P
Reported by Teacher	P
Reported by Parent	P
Colorado Checklist	P

CHART #8
VISUAL SEQUENTIAL MEMORY

ITPA Visual Memory	P
ITPA Manual Expression	S
WISC-R Picture Arrangement	P
WISC-R Coding	S
Alphabet and Numbers	P
Martin S.T.M.D. Toe Touch Reach	S
Key Math Numeration	S
Key Math Subtraction	S
Key Math Multiplication	S
Key Math Division	S
Key Math Mental Computation	S
Key Math Numerical Reasoning	S
WRAT Arithmetic	S
WRAT Spelling	S
Detroit TLA Pictorial Opposites	S
Detroit TLA Social Adjustment A	S
Detroit TLA Visual Attn. Span Obj.	S
Detroit TLA Visual Attn. Span Letters	P
Observations During Testing	P
Reported by Teacher	P
Reported by Parent	P
Colorado Checklist	P

CHART #9
TACT./KINES. MEMORY SHORT TERM

Observations During Testing	P
Reported by Teacher	P
Reported by Parent	P
Colorado Checklist	P

CHART #10
TACT./KINES. MEMORY LONG TERM

ITPA Manual Expression	S
WISC-R Mazes	S
Bender Motor Gestalt Test	S
Vineland S.M.S. - Locomotion	P
Pupil BEH. Rating Scale Motor Coord.	P
Draw A Person	S
Denver D. S.Fine Motor	P
Frostig D.T.V.P. Eye-Motor	P
Frostig D.T.V.P. Figure Ground	S
Frostig D.T.V.P. Spatial Relations	S
Purdue P.M.S. Walking Beam	P
Purdue P.M.S. Jumping	P
Purdue P.M.S. Ident. of Body Parts	S
Purdue P.M.S. Imitation of Movement	P
Purdue P.M.S. Obstacle Course	P
Purdue P.M.S. Kraus - Weber	P
Purdue P.M.S. Angels in Snow	P
Purdue P.M.S. Chalkboard	S
Purdue P.M.S. Rhythmic Writing	S
Purdue P.M.S. Ocular Pursuits	P
Purdue P.M.S. Visual Achievement Forms	S
Martin STMD Hop Forward	P
Martin STMD Toe Touch Reach	P
Martin STMD Beam Walk	P
Martin STMD Kinesthetic Arm Sense	P
WRAT Spelling	S
Detroit TLA Motor Speed	P
Detroit TLA Oral Commissions	S
Detroit TLA Orientation	P
Detroit TLA Number Ability	S
Detroit TLA Oral Directions	S
Observations During Testing	P
Reported by Teacher	P
Reported by Parent	P
Colorado Checklist	P

CHART # 11
TACT./KINES. SEQUENTIAL MEMORY

ITPA Manual Expression	P
WRAT Spelling	S
Observations During Testing	P
Reported by Teacher	P
Reported by Parent	P

CHART # 12
AUDITORY FIGURE GROUND

Pupil BEH. Rating Scale Auditory Comp.	S
Pupil BEH. Rating Scale Pers. - Social Adj.	S
Observations During Testing	P
Reported by Teacher	P
Reported by Parent	P
Colorado Checklist	P

CHART # 13
VISUAL FIGURE GROUND

ITPA Visual Memory	S
ITPA Visual Association	S
ITPA Visual Closure	P
WISC-R Picture Completion	S
WISC-R Picture Arrangement	S
WISC-R Block Design	S
WISC-R Object Assembly	S
WISC-R Coding	S
WISC-R Mazes	S
Frostig D.T.V.P. Eye-Motor	S
Frostig D.T.V.P. Figure Ground	P
Frostig D.T.V.P. Shape Constancy	P
Frostig D.T.V.P. Position in Space	S
Frostig D.T.V.P. Spatial Relation	S
Woodcock Reading Letter Identification	S
Woodcock Reading Word Identification	S
Woodcock Reading Word Attack	S
Woodcock Reading Word Comprehension	S
Woodcock Reading Passage Comprehension	S
Key Math Numeration	S
Key Math Fractions	S
Key Math Geometry and Symbols	S
Key Math Addition	S
Key Math Subtraction	S
Key Math Multiplication	S
Key Math Division	S
Key Math Mental Computation	S
Key Math Numerical Reasoning	S
Key Math Money	S
WRAT Reading	S
WRAT Arithmetic	S
Detroit TLA Pictorial Absurdities	S
Detroit TLA Pictorial Opposites	S
Detroit TLA Motor Speed	P
Detroit TLA Visual Attn. Span Objects	S
Detroit TLA Designs	P
Detroit TLA Visual Attn. Span Letters	S
Detroit TLA Disarranged Pictures	S
Detroit TLA Oral Directions	S
Observations During Testing	P
Reported by Teacher	P
Reported by Parent	P
Colorado Checklist	P

CHART #14
TACT./KINES. FIGURE-GROUND

Observations During Testing	P
Reported by Teacher	P
Reported by Parent	P

CHART #15
OCULAR CONTROL

Purdue PMS Ocular Pursuits	P
Observations During Testing	P
Reported by Teacher	P
Reported by Parent	P

CHART #16
FINE MOTOR CONTROL

ITPA Visual Memory	S
ITPA Manual Expression	S
WISC-R Mazes	S
Bender Motor Gestalt Test	P
Vineland SMS Locomotion	P
Pupil BEH. Rating Scale Motor Coord.	P
Draw a Person	S
Alphabet and Numbers	S
Denver D.S. Fine Motor	P
Frostig D.T.V.P. Eye-Motor	P
Beery Buktenica	P
Purdue P.M.S. Chalkboard	S
Purdue P.M.S. Rhythmic Writing	P
Purdue P.M.S. Ocular Pursuits	P
Purdue P.M.S. Vis. Achievement Forms	P
Detroit TLA Motor Speed	P
Detroit TLA Oral Commissions	S
Detroit TLA Number Ability	S
Detroit TLA Oral Directions	S
Observations During Testing	P
Reported by Teacher	P
Reported by Parent	P
Colorado Checklist	P

CHART #17
GROSS MOTOR CONTROL

Vineland SMS Locomotion	P
Pupil BEH. Rating Scale Motor Coordination	P
Denver DS Gross Motor	P
Purdue P.M.S.Walking Bean	P
Purdue P.M.S.Jumping	P
Purdue P.M.S. Imit. of Movement	P
Purdue P.M.S. Obstacle Course	P
Purdue P.M.S. Kraus-Weber	P
Purdue P.M.S. Angels in Snow	P
Martin STMD Hop Forward	P
Martin STMD Toe Touch Reach	P
Martin STMD Beam Walk	P
Martin STMD Kinesthetic Arm Sense	P
Detroit TLA Oral Commissions	S
Detroit TLA Orientation	S
Observations During Testing	P
Reported by Teacher	P
Reported by Parent	P
Colorado Checklist	P

CHART #18
LATERALITY

Pupil BEH. Rating Scale Motor Coordination	S
Purdue P.M.S. Walking Beam	P
Purdue P.M.S. Jumping	P
Purdue P.M.S. Imitation of Movement	P
Purdue P.M.S. Angels in the Snow	P
Purdue P.M.S. Chalkboard	S
Purdue P.M.S. Rhythmic Writing	S
Purdue P.M.S. Ocular Pursuits	P
Purdue P.M.S. Visual Achievement Forms	S
Observations During Testing	P
Reported by Teacher	P
Reported by Parent	P

CHART # 19
DIRECTIONALITY

ITPA Visual Memory	S
WISC-R Picture Arrangement	S
WISC-R Block Design	P
WISC-R Coding	P
WISC-R Mazes	S
Bender Motor Gestalt Test	P
Pupil BEH. Rating Scale Orientation	S
Alphabet and Numbers	P
Frostig D.T.V.P. Eye-Motor	S
Frostig D.T.V.P. Position in Space	P
Frostig D.T.V.P. Spatial Relations	P
Beery Buktenica	P
Purdue P.M.S. Imit. of Movement	P
Purdue P.M.S. Angels in the Snow	P
Purdue P.M.S. Chalkboard	P
Purdue P.M.S. Rhythmic Writing	P
Purdue P.M.S. Visual Achievement Forms	P
Woodcock Reading Letter Identification	S
Woodcock Reading Word Identification	S
Woodcock Reading Word Attack	S
Woodcock Reading Word Comprehension	S
Woodcock Reading Passage Comprehension	S
WRAT Reading	S
WRAT Arithmetic	S
WRAT Spelling	S
Detroit TLA Motor Speed	S
Detroit TLA Orientation	S
Detroit TLA Designs	P
Detroit TLA Visual Attn. Span Letters	S
Detroit TLA Disarranged Pictures	P
Detroit TLA Oral Directions	S
Observations During Testing	P
Reported by Teacher	P
Reported by Parent	P
Colorado Checklist	P

CHART # 20
BODY IMAGE

WISC-R Object Assembly	P
Vineland SMS Locomotion	S
Draw a Person	P
Denver D.S. Fine Motor	S
Purdue P.M.S. Walking Beam	S
Purdue P.M.S. Jumping	S
Purdue P.M.S. Ident. of Body Parts	P
Purdue P.M.S. Imitation of Movement	P
Purdue P.M.S. Obstacle Course	P
Purdue P.M.S. Kraus-Weber	P
Purdue P.M.S. Angles in the Snow	P
Martin STMD Hop Forward	S
Martin STMD Toe Touch Reach	S
Martin STMD Beam Walk	S
Martin STMD Kinesthetic Arm Sense	P
Detroit TLA - Orientation	S
Detroit TLA Disarranged Pictures	P
Observations During Testing	P
Reported by Teacher	P
Reported by Parent	P

CHART # 21
REAL WORLD SPACE

Vineland S.M.S. Locomotion	S
Pupil BEH. Rating Scale Orientation	P
Purdue P.M.S. Obstacle Course	P
Detroit T.L.A. Oral Commissions	S
Detroit T.L.A. Orientation	P
Observations During Testing	P
Reported by Teacher	P
Reported by Parents	P
Colorado Checklist	P

CHART #22
PAPER SPACE

WISC-R Object Assembly	S
WISC-R Mazes	S
Bender Motor Gestalt Test	P
Draw a Person	S
Alphabet and Numbers	P
Frostig DTVP Eye-Motor	S
Frostig DTVP Position in Space	P
Frostig DTVP Spatial Relations	P
Beery Buktenica	P
Purdue PMS Visual Achievement Forms	P
Detroit TLA Motor Speed	P
Detroit TLA Designs	P
Detroit TLA Oral Directions	S
Observations During Testing	P
Reported by Teacher	P
Reported by Parent	P
Colorado Checklist	P

CHART # 23
RHYTHM

Pupil Beh. Rating Scale Motor Coord.	S
Purdue P.M.S. Walking Beam	P
Purdue P.M.S. Jumping	P
Purdue P.M.S. Chalkboard	P
Purdue P.M.S. Rhythmic Writing	P
Martin STMD Hop Forward	P
Martin STMD Toe Touch	P
Observations During Testing	P
Reported by Teacher	P
Reported by Parent	P
Colorado Checklist	P

CHART # 24
CLOCK TIME

Vineland SMS Self-direction	S
Pupil Beh. Rating Scale Orientation	S
Key Math Time	P
Detroit TLA Orientation	P
Observations During Testing	P
Reported by Teacher	P
Reported by Parent	P
Colorado Checklist	P

CHART # 25
PART-WHOLE RELATIONSHIP-AUDITORY

ITPA Verbal Expression	S
ITPA Auditory Closure	P
ITPA Sound Blending	P
Key Math Missing Elements	S
Observations During Testing	P
Reported by Teacher	P
Reported by Parent	P
Colorado Checklist	P

CHART # 26
PART-WHOLE RELATIONSHIP VISUAL

ITPA Visual Association	S
ITPA Visual Closure	P
WISC-R Picture Completion	P
WISC-R Picture Arrangement	S
WISC-R Block Design	S
WISC-R Object Assembly	P
Draw a Person	S
Key Math Numeration	S
Key Math Fractions	S
Key Math Geometry and Symbols	S
Key Math Addition	S
Key Math Subtraction	S
Detroit TLA Disarranged Pictures	P
Observations During Testing	P
Reported by Teacher	P
Reported by Parent	P
Colorado Checklist	P

CHART # 27
LANGUAGE DEVELOP. RECEPTIVE

ITPA Auditory Reception	S
ITPA Auditory Association	S
ITPA Grammatic Closure	P
ITPA Auditory Closure	S
ITPA Sound Blending	S
Peabody P.V.T.	P
Vineland SMS Communication	P
Pupil Beh. Rating Scale - Auditory Comp.	P
Denver DS Language	P
Detroit TLA Verbal Absurdities	S
Detroit TLA Oral Commissions	S
Detroit TLA Orientation	S
Detroit TLA Auditory Attn. Rel. Syll.	S
Detroit TLA Oral Directions	S
Observations During Testing	P
Reported by Teacher	P
Reported by Parent	P
Colorado Checklist	P

CHART # 28
LANGUAGE DEVELOP. EXPRESSIVE

ITPA Verbal Expression	P
ITPA Auditory Closure	S
ITPA Sound Blending	S
WISC-R Information	S
WISC-R Similarities	S
WISC-R Vocabulary	P
WISC-R Comprehension	S
Vineland SMS Communication	P
Pupil Beh. Rating Scale Spoken Language	P
Denver D.S. Language	P
Detroit TLA Pictorial Absurdities	S
Detroit TLA Verbal Absurdities	S
Detroit TLA Verbal Opposites	S
Detroit TLA Social Adjustment A	S
Detroit TLA Free Association	P
Detroit TLA Social Adjustment B	S
Likenesses and Differences	S
Observations During Testing	P
Reported by Teacher	P
Reported by Parent	P
Colorado Checklist	P

CHART # 29
CONCEPT FORMATION

ITPA Auditory Reception	S
ITPA Visual Reception	S
ITPA Auditory Association	S
ITPA Visual Association	S
ITPA Visual Closure	S
ITPA Verbal Expression	S
WISC-R Information	P
WISC-R Similarities	P
WISC-R Arithmetic	P
WISC-R Vocabulary	S
WISC-R Comprehension	P
WISC-R Digit Span	S
WISC-R Picture Completion	S
WISC-R Picture Arrangements	S
WISC-R Block Design	S
WISC-R Object Assembly	S
Pupil Beh. Rating Scale Auditory Comp.	S
Pupil Beh. Rating Scale Spoken Language	S
Pupil Beh. Rating Scale Orientation	S
Pupil Beh. Rating Scale Pers. - Social Adj.	S
Draw a Person	S
Woodcock Reading Word Comprehension	P
Woodcock Reading Passage Comprehension	P
Key Math Numeration	S
Key Math Fractions	S
Key Math Geometry and Symbols	S
Key Math Addition	S
Key Math Subtraction	S
Key Math Multiplication	S
Key Math Division	S
Key Math Numerical Reasoning	S
Detroit TLA Pictorial Absurdities	P
Detroit TLA Verbal Absurdities	S
Detroit TLA Pictorial Opposites	S
Detroit TLA Verbal Opposites	P
Detroit TLA Social Adjustment A	S
Detroit TLA Social Adjustment B	S
Detroit TLA Disarranged Pictures	S
Detroit TLA Likenesses and Differences	S
Observations During Testing	P
Report by Teacher	P
Reported by Parent	P

CHART # 30
ABSTRACT REASONING

ITPA Auditory Association	S
WISC-R Similarities	P
WISC-R Arithmetic	S
WRAT Arithmetic	S
Detroit TLA Likenesses and Differences	P
Observations During Testing	P
Reported by Teacher	P
Reported by Parent	P

CHART # 31
PROCESSING

WISC-R Picture Arrangement	S
WISC-R Block	S
WISC-R Object Assembly	S
WISC-R Coding	S
Purdue PMS Jumping	S
Purdue PMS Ident. of Body Part	S
Purdue PMS Imitation of Movements	S
Purdue PMS Obstacle Course	S
Purdue PMS Angels in the Snow	S
Purdue PMS Rhythmic Writing	S
Martin STMD Hop Forward	S
Martin STMD Toe Touch Reach	S
Martin STMD Beam Walk	S
Martin STMD Kinesthic Arm Sense	S
Detroit TLA Free Association	P
Observations During Testing	P
Reported by Teacher	P
Reported by Parent	P

CHART # 32
SOCIAL MATURITY

WISC-R Information	S
WISC-R Vocabulary	S
WISC-R Comprehension	P
WISC-R Picture Arrangement	S
Vineland S.M.S. Self-Help	P
Vineland S.M.S. Self-direction	P
Vineland S.M.S. Socialization	P
Vineland S.M.S. Locomotion	P
Vineland S.M.S. Occupation	P
Pupil Beh. Rating Scale Pers. Social Adj.	P
Denver D. S. Person- Social	P
Detroit TLA Social Adjustment A	P
Detroit TLA Social Adjustment B	P
Observations During Testing	P
Reported by Teacher	P
Reported by Parent	P
Colorado Checklist	P

CHART # 33
EMOTIONS

Observations During Testing	P
Reported by Teacher	P
Reported by Parent	P
Colorado Checklist	P

CHART # 34
EXPERIENCE BASE

ITPA Auditory Reception	S
ITPA Visual Reception	S
ITPA Auditory Association	S
ITPA Visual Association	S
ITPA Verbal Expression	S
ITPA Grammatic Closure	S
ITPA Manual Expression	P
ITPA Auditory Closure	S
WISC-R Information	P
WISC-R Similarities	S
WISC-R Arithmetic	S
WISC-R Vocabulary	S
WISC-R Comprehension	P
WISC-R Picture Completion	S
WISC-R Picture Arrangement	S
WISC-R Object Assembly	S
WISC-R Coding	S
WISC-R Mazes	S
Peabody P.V.T.	P
Vineland S.M.S. Self-Help	S
Vineland S.M.S. Communication	S
Vineland S.M.S. Self-direction	S
Vineland S.M.S. Socialization	S
Vineland S.M.S. Locomotion	S
Vineland S.M.S. Occupation	S
Pupil Beh. Rating Scale Spoken Language	S
Pupil Beh. Rating Scale Orientation	S
Pupil Beh. Rating Scale Pers. Social Adj.	P
Draw a Person	S
Denver D. S. Person. Social	S
Denver D. S. Language	S
Purdue PMS Ident. of Body Parts	S
Detroit TLA Oral Commissions	S
Detroit TLA Social Adjustment A	S
Detroit TLA Orientation	S
Detroit TLA Number Ability	S
Detroit TLA Social Adjustment B	S
Detroit TLA Visual Attn. Span Letters	S
Detroit TLA Disarranged Pictures	S
Detroit TLA Oral Directions	S
Detroit TLA Likenesses and Differences	S
Observations During Testing	P
Reported by Teacher	P
Reported by Parent	P

CHART # 35
READING ABILITY

Woodcock Reading Letter Identification	P
Woodcock Reading Word Identification	P
Woodcock Reading Word Attack	P
Woodcock Reading Word Comprehension	P
Woodcock Reading Passage Comprehension	P
WRAT Reading	P
Observations During Testing	P
Reported by Teacher	P
Reported by Parent	P
Colorado Checklist	P

CHART # 36
MATH ABILITY

WISC-R Arithmetic	P
Pupil Beh. Rating Scale Orientation	S
Alphabet and Numbers	S
Key Math Numeration	P
Key Math Fractions	P
Key Math Geometry and Symbols	P
Key Math Addition	P
Key Math Subtraction	P
Key Math Multiplication	P
Key Math Division	P
Key Math Mental Computation	P
Key Math Numerical Reasoning	P
Key Math Word Problems	P
Key Math Missing Elements	P
Key Math Money	P
Key Math Measurement	P
Key Math Time	P
WRAT Arithmetic	P
Detroit TLA Number Ability	P
Observations During Testing	P
Reported by Teacher	P
Reported by Parent	P
Colorado Checklist	P

CHART # 37
SPELLING ABILITY

WRAT Spelling	P
Observations During Testing	P
Reported by Teacher	P
Reported by Parent	P
Colorado Checklist	P

APPENDIX XXX

State Definitions and
Placement Procedures

SERRC LEARNING DISABILITIES CONFERENCE

STATE SHARING MEETINGS

STATE: Alabama CONTACT PERSON: Cecil E. Teague

DEFINITION

"Specific Learning Disabilities" means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, or mental retardation, of emotional disturbance, or of environmental, cultural or economic disadvantage. Those with "Specific Learning Disabilities" may demonstrate their handicap through a variety of symptoms such as hyperactivity, distractibility, attention problems, memory disorders, concept association problems, etc. The end result of the effects of these symptoms is a severe discrepancy between ability and achievement. This discrepancy is the major factor in determining eligibility for learning disability services. If there is no severe discrepancy between how much should have been learned and what has been learned, there would not be a disability in learning. However, other handicapping and sociological conditions may be primary factors resulting in a discrepancy between ability and achievement. In such cases, the severe discrepancy may be primarily the result of these factors and not of a learning disability.

ELIGIBILITY CRITERIA

The child must manifest a severe discrepancy between intellectual ability and achievement in one or more of the following areas, and behavioral indicators might be noted by the referring teacher and/or by the person conducting the observation:

A. Oral Expression:

Frequent use of immature, poor vacabulary; incomplete sentences and grammatical errors; gropes for words to express himself; difficulty relating ideas in a logical sequence; difficulty relating isolated facts.

B. Written Expression:

Frequent difficulty in drawing geometric shapes; poor formulation of manuscript and cursive letters; poor spacing between letters and words; poor spelling; lack of or inappropriate punctuation; poor organization of writing on page; fragments and run-on sentences; difficulty in organizing and sequencing thoughts.

Listening Comprehension:

Frequent difficulty in grasping simple word meanings; misunderstands words at age and grade level; often ignores classroom instructions; often confused; unable to follow class discussion; frequently

inattentive; frequent difficulty in retaining what is heard.

D. Basic Reading Skills:

Frequent difficulty in relating letter and sound; difficulty sequencing and blending sounds; guesses at sight words from initial letters; poor sight vocabulary; unable to apply word analysis skills; oral reading slow and laborious; oral reading characterized by frequent omissions, repetitions, substitutions, hesitations, and word-by-word reading.

E. Reading Comprehension:

Frequent inability to grasp main idea, recall facts, sequence events in reading passage; difficulty relating elements in story; difficulty in drawing conclusions and making inferences from material read.

F. Mathematical Calculation:

Frequent difficulty in recognizing and writing numerals; difficulty in number-numeral relationships; difficulty in understanding place value and calculations involving regrouping; operations with fractions confusing; difficulty in reading numerals and decimal values; poor spatial arrangement of lengthy calculations (eg., long division).

G. Mathematical Reasoning:

Frequent difficulty in serial ordering of quantity; inability to solve word or story problesm; difficulty in applying measurement and in learning to tell time; difficulty in identifying missing information; difficulty in spatial relationships and quantitiative language.

EVALUATION PROCEDURES

A. After the four (4) basic assessments,* the following procedures must be completed:

1. Observation of student's performance within regular classroom setting by person other than student's regular teacher. (Those characteristics referred to in Section I are useful indicators of behavioral manifestations of Specific Learning Disabled students.)

2. Environmental, Cultural, Economic Disadvantage checklist: If local agency wishes to develop own chicklist, all items on the sample must be included.

B. Following the above six (6) assessment procedures, the LEA must decide if any of the following would be appropriate to aid the Eligibility Committee in determining if the student would be eligible for Special Education and related services as a Specific Learning Disabilities student:

1. Speech and Language Screening;

2. Diagnostic Reading Test (must include reading skills, reading comprehension and listening comprehension);

3. Diagnostic Math Test (must include calculation and math reasoning);

4. Oral expression sample;

5. Written expression sample;

6. Test of Visual Perception; and

7. Test of Auditory Perception.

The following criteria are used to determine the existence of a Specific Learning Disability. The multidisciplinary team may determine that a student has a Specific Learning Disability if both of the following conditions are present:

1. The student does not achieve commensurate with his/her age and ability levels when provided appropriate learning experiences.

   a. Evidence related to the deficit areas must be provided to the multidisciplinary team which clearly shows that various materials and methods have been attempted and found to be ineffective in remediating the student's learning difficulties.

   b. Attempts at programming the student in other regular education alternatives must be documented with evidence that such programs were not appropriate for the student. These regular education alternatives could include individualized instruction, remedial programs (in the areas of deficits), Title I classes, tutoring or placement with other teachers, etc. The evidence that such programming was not appropriate could include student's work samples, teacher lesson plans for various learning activities in which the student has been involved, Title I records, and similiar items;

*The four basic assessments are (1) vision and hearing screening; (2) individual intellectual evaluation; (3) behavior rating scale; and (4) educational achievement test.

C. The multidisciplinary team must review and verify evidence that educational alternatives have been attempted and were determined to be inappropriate for the student and that various learning experiences have been provided;

2. The student has a severe discrepancy between intellectual ability and achievement in one or more of the following areas:

   a. Oral Expression;

   b. Written Expression;

   c. Listening Comprehension;

d. Basic Reading Skills;

e. Reading Comprehension;

f. Mathematical Calculation; and

g. Mathematical Reasoning.

In order to identify the level of discrepancy between expected achievement and actual achievement, the following procedures are to be used:

1. Definition of Severe Discrepancy for students up to eight (8) years of age will be left to the discretion of the multidisciplinary team. Students entering first (1st) grade may be eligible for service provided all of the eligibility diagnostic requirements are met.

2. For students eight (8) years and above suspected of having a Specific Learning Disability, who have a full scale intelligence quotient above seventy-six (76), a severe discrepancy shall be defined as sixty percent (60%) or less of expected achievement. Expected achievement level shall be determined by the following method:

$$\text{Expected Achievement} = \frac{(\text{CA} \times \text{Full Scale IQ}) - 5}{100}$$

Severe Discrepancy = .6 Expected Achievement
Example: John is 10.5 with full scale IQ of 84 as measured by WISC-R

$$\text{Expected Achievement} = \frac{(\text{Chronological Age} \times \text{Full Scale IQ}) - 5}{100}$$

$$\text{EA} = \frac{(10.5 \times 84) - 5}{(\ 100\ )}$$

$$\text{EA} = \frac{(882.0) - 5}{(\ 100\ )}$$

$$\text{EA} = 8.82 - 5$$

$$\text{EA} = 3.82 \text{ or } 3.8$$

To find level of severe discrepancy, use formula:
Severe Discrepancy = .6 EA

$$\text{SD} = .6(3.8)$$

$$\text{SD} = 2.28 \text{ or } 2.3$$

If John's score in reading comprehension is 3.5, he would be just three (3) months below his expected achievement level and one (1) year two (2) months above being at the severe discrepancy level. If his computation score is 2.0, it would be one (1) year eight (8) months below his expected achievement level but three (3) months below his severe discrepancy level. Therefore, he has a severe discrepancy in computation.

The additional data may help the team decide that the student does have a Specific Learning Disability. The team may not identify a child as having a Specific Learning Disability if the severe discrepancy between ability and achievement is primarily the result of:

1. A Visual, Hearing, or Motor Handicap;
2. Mental Retardation;
3. Emotional Disturbance; or
4. Environmental, Cultural, or Economic Disadvantage.

EVALUATION TEAM

Youngsters are evaluated by a multi-disciplinary team. The composition of this multi-disciplinary team is consistent with the Federal Regulations for evaluating learning disabled youngsters.

ASSESSMENT REPORT

Documentation of this multi-disciplinary evaluation team serving as the Local Eligibility Committee must be a written report (see sample form) containing the following:

1. Date, time, and location of meeting;
2. Whether the child has a Specific Learning Disability;
3. The basis for making the determination;
4. The relevant behavior noted during the observation of the child;
5. The relationship of that behavior to the child's functioning;
6. The educationally relevant medical findings, if any;
7. Whether there is a severe discrepancy between achievement and ability which is not correctable without Special Education and related services;
8. A statement of how the child functions when provided alternative learning experience in regular education;
9. The determination of the team concerning the effects of environmental, cultural, or economic disadvantage;
10. Each Eligibility Committee member shall certify, in writing, whether the report reflects his/her conclusion. If it does not reflect his/her conclusion, the member must submit a separate report presenting his/her conclusion.

A file containing a copy of all dissenting statements must be kept in a central location such as the coordinator's office.

PLACEMENT OPTIONS

Youngsters may be placed in a continuum of eleven placements. However, the resource room and the self-contained classroom are primarily used.

A. A Special Education teacher assigned to this exceptionality may serve no more than twenty (20) students in any type of resource room setting.

B. A Special Education teacher assigned to this exceptionality may serve no more than ten (10) students in any type of self-contained setting.

EXIT CRITERIA

A student may be eligible to continue receiving services for Learning Disabilities until he/she scores at or above his/her expected achievement level and can function in the regular class at or above his/her expected achievement level. Evidence regarding the above mentioned data must be reviewed by the multi-disciplinary team.

SERRC LEARNING DISABILITIES CONFERENCE

STATE SHARING MEETINGS

STATE: Florida CONTACT PERSON: Victoria Schwartz

DEFINITION

Specific learning disability--one who exhibits a disorder in one (1) or more of the basic psychological processes involved in understanding or in using spoken or written language. These may be manifested in disorders of listening, thinking, reading, talking, writing, spelling, or arithmetic. They do not include learning problems which are due primarily to visual, hearing or motor handicaps, to mental retardation, to emotional disturbance, or to an environmental deprivation.

1. Basic components of SLD definition

   (a) Process disorder - student has a disorder in one or more of the processes involved in understanding or using spoken or written language.

   (b) Academic disorder - student has a disorder in listening, thinking, talking, reading, writing, spelling, or arithmetic.

   (c) Exclusion component - student does not have a learning problem due primarily to visual, hearing, or motor handicaps, mental retardation, emotional disturbance, or environmental deprivation.

2. Discrepancy Component - The discrepancy component is characterized by a gap between a student's estimated ability and his academic or process performance.

3. Discrepancy Age Formulae - Expectancy age formulae include both chronological age (CA) and mental age (MA) and are used in estimating the academic and process skill level at which a child should theoretically be functioning.

ELIGIBILITY CRITERIA

1. Evidence of a disorder in one (1) or more of the basic psychological processes.

   (a) Process areas are defined as: visual channel processes, auditory channel processes, haptic channel processes, language processes, and sensory integrated processes.

   (b) In addition, a district may establish criteria for a required level of strength, the use of more than one (1) test to determine a deficit area, and other criteria which will assist in determining a process deficit.

   (c) a score fifteen percent (15%) above the student's expectancy age may be considered a process strength.

2. Evidence of academic deficits. Can waive in K-2, look at pre-academic skills.

(a) Based upon the student's expected level of functioning, a score of: 85% expectancy age or below for 3-6 years of school attendance; 75% expectancy age or below for 7-9 years of school attendance; or 65% expectancy age or below for 10 or more years of school attendance is required in one (1) or more of the following academic areas: reading, writing, arithmetic or spelling. For students in grades K-2 evidence must be presented that achievement is below the student's expected level on pre-academic tasks which require listening, thinking, or speaking skills.

(b) A district may establish criteria for a required level of strength, the use of more than one (1) test to determine a deficit area, and other criteria which will assist in determining an academic deficit.

(c) Evidence that learning problems are not due primarily to other handicapping conditions.

3. A score of not less than two (2) standard deviations below the mean on an individual test of intellectual functioning or evidence that a score below two (2) standard deviations below the mean is not a reliable indicator of the student's intellectual potential.

4. For students with visual processing deficits, visual acuity of at least 20/70 in the better eye with best possible correction or evidence that the student's inability to perform adequately on tasks which require visual processing is not due to poor visual acuity.

4. For students with a motor handicap, evidence that their inability to perform adequately on tasks which assess the basic psychological processes is not due to the motor handicap.

5. For students who exhibit persistent and consistent severe emotional disturbance, evidence that their inability to perform adequately on tasks which asses the basic psychological processes is not due to their emotional disturbance.

6. Documented evidence which indicates that viable general educational alternatives have been attempted and found to be ineffective in meeting the student's educational needs.

EVALUATION PROCEDURES

1. Screening- "Screening is that process by which a rapid assessment is made of a given population to obtain potential candidates who may fit a particular profile."

2. Group and Individual Norm-Referenced Tests

(a) Metropolitan Achievement Test

(b) Peabody Individual Achievement Test

(c) Wide Range Achievement Test

(d) Slosson Intelligence Test

3. Informal Measures and Tests

   (a) Santa Clara Inventory

   (b) Pre-Reading Screening Procedures (Slingerland)

   (c) DIAL-Developmental Indicators for the Assessment of Learning

   (d) Boehm Test of Basic Concepts for Preschool and Primary

   (e) Denver Developmental Screening Test

   (f) D.A.S.I.-Developmental Activities Screening Inventory

4. Referral- Referral is the process whereby a parent or guardian, school personnel or appropriate public agencies may request assessment of the abilities of a student...

5. Student Evaluation- Evaluation is the determination of a student's physical, mental, emotional, social or learning abilities, utilizing professional assessment, appraisal or diagnosis.

   (a) The school board shall be responsible for the medical, physical, psychological, social and educational evaluations of students, who are suspected of being exceptional students, by competent evaluation specialists. Evaluation specialists shall include, but not be limited to, persons such as physicians, psychologists, audiologists, and social workers with each such person licensed in the professional's field as evidenced by a valid license or certificate to practice such profession in Florida. Educational evaluators not covered by a license or certificate to practice a profession in Florida shall either hold a valid Florida teacher's certificate or be employed under the provisions of Rule 6A-1.502, FAC.

   (b) The district's evaluation procedures shall provide for the use of valid test and evaluation materials, by trained personnel, in conformance with instructions provided by the producer of the tests or evaluation materials. For children not proficient in the English language, the district's evaluation procedures shall provide for the use of the language or other mode of communication commonly used by the child.

   (c) The district shall provide a <u>reevaluation</u> of each exceptional student at least every three years, or more frequently if conditions warrant; provided, however, a medical examination shall be performed annually, as prescribed in Rule 6A-6.3015(3) (d), FAC.

   (d) The school district shall provide the parent of an exceptional student the right to an <u>independent educational evaluation</u> and shall consider the results of such evaluation in any decision regarding the student. The independent educational evaluation shall be conducted by a qualified examiner as prescribed in Rule 6A-6.331(1) (a), FAC, who is not an employee of the district school board. A parent has the right to an independent educational evaluation at public expense if the parent

disagrees with an evaluation obtained by the school district, provided however, the school district may initiate a due process hearing to show that its evaluation is appropriate and if the final decision is that the district evaluation is appropriate, the parent still has the right to an independent educational evaluation, but not at public expense. Whenever an independent evaluation is at school board expense, the criteria under which the evaluation is obtained, including the location of the evaluation and qualifications of the examiner, shall be the same as the criteria prescribed by State Board rules for use by the school district when it initiates an evaluation.

EVALUATION TEAM

1. The evaluation is made by a multidisciplinary team or group of persons, including at least one teacher or other specialist with knowledge in the area of the suspected disability.

ASSESSMENT REPORT

1. The team shall prepare a written report of the results of the evaluation

2. The report must include a statement of:

   (a) Whether the child has a specific learning disability;

   (b) The basis for making the determination;

   (c) The relevant behavior noted during the observation of the child;

   (d) The relationship of that behavior to the child's academic functioning;

   (e) The educationally relevant medical findings, if any;

   (f) Whether there is a severe discrepancy between achievement and ability which is not correctable without special education and related services; and

   (g) The determination of the team concerning the effects of environmental, cultural, or economic disadvantage.

3. Each team member shall certify in writing whether the report reflects his or her conclusion. If it does not reflect his or her conclusion, the team member must submit a separate statement presenting his or her conclusions.

PLACEMENT OPTIONS

Regular Class-Based Programs

1. Pupils with mild learning disabilities

   (a) Special materials and equipment

   (b) Special materials, equipment, and consulatation

   (c) Tutoring

(d) Itinerant services

(e) Resource room with special education teacher

(d) Diagnostic-prescriptive teaching center

Special Class-Based Programs

2. Pupils with moderate and severe learning disabilities

(a) Part-time special class

(b) Full-time special class

Special School-Based Programs

3. Pupils with severe learning disabilities

(a) Special day school

(b) Special residential school

SERRC LEARNING DISABILITIES CONFERENCE

STATE SHARING MEETINGS

STATE: Georgia CONTACT PERSON: Pat Coopman

DEFINITION

"Specific Learning Disability" means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing or motor handicaps, of mental retardation, of emotional disturbance or of environmental, cultural or economic disadvantage.

ELIGIBILITY CRITERIA

1. When provided with learning experiences appropriate for the student's age and ability, it is demonstrated that he or she is not achieving commensurate with his or her age and ability levels in one or more of the areas in Item 2 of this section.

2. Based on the results of assessments required in Section B, Evaluation Components, a severe discrepancy is demonstrated between ability and achievement in one or more of the following areas.

   (a) Oral expression
   (b) Listening comprehension
   (c) Written expression
   (d) Basic reading skill
   (e) Reading comprehension
   (f) Mathematics calculation
   (g) Mathematics reasoning

3. In determining expectancy, the following formula should be utilized:
   $\frac{2CA + MA - 5.2}{3}$ = Expectancy (for students age 13 and older and students with IQ's below 85, use MA-5.2)

   The team should consider expectancy on an individual basis for each child, in light of the information from the psychological evaluation on cognitive functioning, age of the child and significant school experiences.

4. In determining severe discrepancy between ability and achievement, the following is to be utilized.

   (a) 1st grade- by performance on appropriate evaluative measures and adaptive behavior in the classroom
   (b) 2nd grade- 1 year or more below expectancy
   (c) 3rd and 4th grade- 1½ years or more below expectancy

(d) 5th and 6th grade- 2 years or more below expectancy

(e) 7th and 8th grade- 3 years or more below expectancy

(f) 9th grade and beyond- 4 years or more below expectancy

5. It is determined that the severe discrepancy between ability and achievement is not primarily the result of

(a) a visual, hearing or motor handicap;

(b) mental retardation;

(c) emotional disturbance;

(d) environmental, cultural or economic disadvantage.

EVALUATION PROCEDURES

Evaluation Components

The following shall be included as a minimum in each initial evaluation of a child identified as having a Specific Learning Disability.

1. An audiometric and visual screening preceding the assessments to determine adequacy of sensory acuity for subsequent testing with appropriate accommodations or follow-up if hearing and/or vision are found inadequate.

2. An individual evaluation conducted by a qualified psychological examiner.

3. To substantiate the identification of the deficit area(s) in Section C, Number 2 below, a minimum of two evaluation instruments must be administered individually by trained Learning Disabilities personnel or assessment measures should be utilized.

4. An assessment of language skills administered by an appropriate specified member of the evaluation team.

5. Written samples of the student's relevant classroom work and a statement of the student's academic and social performance by the regular teacher(s).

6. A written observation report of the student's relevant performance in the regular classroom setting by an evaluation team member other than the regular classroom teacher.

EVALUATION TEAM

Evaluation Team

As a minimum, the following shall constitute the Learning Disabilities evaluation team.

1. A teacher certified in Specific Learning Disabilities. If one is not avail-

able within the system, another person qualified to conduct diagnostic evaluations relevant to Learning Disabilities should be designated.

2. A qualified psychological examiner.

3. The child's regular teacher. If the child does not have a regular teacher or is less than school age, a person qualified by the state to teach a child or equivalent age should be designated.

ASSESSMENT REPORT

Written Report

The evaluation team shall prepare a written report of the evaluation to include at a minimum:

1. any severe discrepancy between ability and achievement that is not correctable without special education and related services;

2. the documentation that the child has or does not have a specific learning disability and the relevance of each Section B evaluation component in making the determination;

3. educationally relevant medical findings if any;

4. the effects of environmental, cultural or economic disadvantage if relevant.

Each team member shall (a) certify in writing that the report reflects his or her conclusion or (b) provide a dissenting statement and reason(s).

PLACEMENT OPTIONS

Self-contained programs

(a) Children who require a more structured program over a longer period of time may be enrolled in a self-contained program designed specifically for that exceptionality.

(b) A self-contained program for the moderately or severely handicapped is defined as one in which the children spend one half or more than one half of the instructional day within the program.

(c) The chronological age range of these children shall not exceed three years.

Modified self-contained programs

(a) A modified self-contained program for the mildly handicapped is defined as one in which the special education teacher integrates the students into parts of the regular class curriculum.

(b) The integration should be based on a reasonable expectation that the student will benefit academically, socially, emotionally or vocationally

by such regular class participation.

(c) The special education teacher acts as a liaison person to help the handicapped student function comfortably within the regular classroom setting.

Learning Disabilities Resource programs

(a) Children with mild handicaps or disabilities or those who are gifted may be enrolled in a regular classroom in a designated school but also receive special instruction in a resource program.

(b) A resource program is further defined as one in which the children are enrolled in the regular program while receiving special education services for less than one half of the school day.

(c) The types of resource programs shall include, but not necessarily be limited to, the following.

(1) Resource Room

A designated classroom to which the children come for instruction. The resource room model assumes that the resource teacher and the regular education teacher cooperate in planning the student's total instructional program.

(2) Resource Teacher

The resource teacher works with the identified children or regular teacher within the actual regular classroom setting.

(3) Itinerant Program

An itinerant special education program provides instructional programs to children in more than one school. The itinerant program assists exceptional children and their regular teachers on a rotating schedule.

Interrelated Resource programs

(a) The term interrelated refers to a combination program in which a teacher works with children who are mildly specifically learning disabled, behaviorally disordered or educably mentally retarded. The child should meet the eligibility criteria as outlined in the program areas.

(b) The recommended enrollment should not exceed 24. Due process guidelines, including individual assessment, should be followed.

(c) The determination to place any child in a special education program shall not be made exclusively or principally upon results of tests administered during evaluation. All pertinent data on each child should be reviewed by the entire committee. Cognitive and adaptive behavior cirteria shall be considered.

SERRC LEARNING DISABILITIES CONFERENCE

STATE SHARING MEETINGS

STATE: Louisiana CONTACT PERSON: Norma Jean Smith

DEFINITION:

"Learning disabled" means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, or mental retardation or emotional disturbance, or of environmental, cultural, or economic disadvantage.

ELIGIBILITY CRITERIA:

Child search. Each school board must continually seek out, identify and locate every child within the jurisdiction of the board (regardless of current residence or enrollment) between the ages of birth and twenty-two years who is suspected of being an exceptional child in need of special education and related services. A formal child search effort must be conducted at least once each school year and must include children:

A. Enrolled in a regular education program operated by the school board.

B. Enrolled in a public education program operated by a cooperative of local districts or by Special School Distraict Number 1 who currently reside, or whose parents currently reside, within the geographic boundaries of the district.

C. Enrolled in a nonpublic school program (within Louisiana or out-of-state) either voluntarily or as a result of a placement or referral by the school board or a civil court.

D. Enrolled in a public or nonpublic pre-school or day-care program.

E. Currently out-of-school, including dropouts and excluding children who have graduated or otherwise successfully completed programs.

F. Within the state, who are native Americans regardless of whether they are enrolled in schools operated by the Bureau of Indian Affairs, U.S. Department of the Interior.

EVALUATION PROCEDURES:

Required Evaluation

An individual evaluation must be conducted consistent with the requirements of Subsection C of this Subpart whenever.

1. It is proposed for a child as a post-screening decision pursuant to Subpart 426 of this part.

2. It is requested in writing by the parent of a child currently enrolled in a special education program.

3. A significant change in educational placement of a child is proposed by either the school board or the parent or both.

4. A child is committed to a public or private resident faculty by a court of the State of Louisiana following a determination by the court that the child is mentally ill, deficient, incompetent, or emotionally disturbed and the subsequent enrollment is in Special School District Number 1.

5. A child is currently enrolled in a special education program whose last individual evaluation occurred three or more years ago.

6. Children are enrolled in a special education program where conditions warrant an individual evaluation, or requested in writing by the childs teacher or by the program supervisor.

7. A parent successfully challenges (pursuant to the requirements of Subparts 470-479 of this Part) a decision by the school board to deny an individual evaluation.

8. A school board successfully overrides (pursuant to the requirements of Subparts 470-479 of this Part) the absence formal parental approval.

The individual evaluation must be initiated, considered with the requirements of Subsection C of this Subpart, with thirty operational days after:

1. The formal parental approval requested pursuant Subpart 427 of this Part has been received.

2. A written request from a parent, teacher of supervisor has been received.

3. A court of the State of Louisiana has reached a final determination pursuant to Subpart 430 A 4 of this Part.

4. The third anniversary of the last individual evaluation is reached.

5. A final written decision has been issued by a hearing officer, the State Board or a court of competent jurisdiction requiring that an individual evaluation be conducted.

In each instance all reasonable efforts must be made by the school board

to obtain formal parental approval. If after twenty operational days from the date the parent is notified of the proposed evaluation, the parent has denied or failed to give formal approval for the individual evaluation, the school board shall either determine that it erred in proposing the individual evaluation, or commence the override procedure set forth in Subpart 476 of this Part.

School boards are allowed up to thirty additional operational days to intiate an individual evaluation of a child suspected of being an exceptional child if the Evaluation Coordinator determines that the child has received an individual evaluation during the past year from any state or local educational agency, outside of the State of Louisiana, which at the time the evaluation was conducted was receiving gunds under the EHA pursuant to an approved annual state program plan but which did not meet all of the requirements of Subparts 431-439 of this Part.

EVALUATION TEAM:

The multidisciplinary team, must be composed of persons, drawn from different disciplines, appropriate to a complete assessment of the suspected exceptionality. In all cases an educational consultant and a classroom teacher (or other instructional staff member) familiar with the child and knowledgeable with respect to the suspect exceptionality must be included on the team. In addition, the multidisciplinary team must include persons certified as qualified examiners by the Department.

Where a low incidence handicapping condition is the suspected exceptionality, the evaluation coordinator must consider the desirability of utilizing a specialized statewide assessment center for the individual evaluation.

Where a sensory or other physical impairment is the suspected exceptionality (or is among them), a physician with specialized training and experience in the diagnosis and treatment of the particular physical condition or, as appropriate, a licensed audiologist or optometrist must be included on the team.

Where mental retardation is the suspected exceptionality (or is among them), a psychologist certified by the Department who meets State Board approved standards, and where appropriate, a licensed physician skilled in the diagnosis and treatment of neurological conditions must be included on the team.

Where mental illness or emotional disturbance is the suspected emotionality (or is among them), the team must include a board certified or board eligible psychiatrist, or a licensed psychologist who meets the standards of the National Register for Health Service Providers in Psychology, or a qualified mental health professional under the general supervision of either a board certified psychiatrist or a licensed psychologist and where appropriate, a physician skilled in the diagnosis and treatment of neurological conditions.

Speech pathologists, social workers, school counselors, school nurses, physical therapists, adaptive physical education teachers, and occupational therapists must be included on the team where ver appropriate to a full and accurate assessment of the needs of the child

ASSESSMENT REPORT:

The evaluation coordinator shall in order to initiate the individual evaluation, appoint a multidisciplinary team for the conduct of the evaluation to chaired by the evaluation coordinator.

PLACEMENT OPTIONS:

Require that all local education agencies apply to the Department either on a case-by-case basis or by requested approval of criteria and procedures of general applicability for the authority to place exceptional children in programs other than local public school programs operated within a parish or in an approved cooperative arrangement.

Insure that when exceptional children are placed in special education or related services provided by nonpublic agencies, such agencies shall meet the minimum requirements established by the State Board.

Require placement of exceptional children needing special education or related services to the extent appropriate in the school system in which they reside or in the educational program operated by Special School District Number 1 or in an approved nonpublic school which is nearest their place of residence.

Insure that out-of-state schools or programs in which Louisiana's exceptional children receive services have the capability and do provide an education program that would meet minimal standards for similar programs if they were available in Louisiana.

SERRC LEARNING DISABILITIES CONFERENCE
STATE SHARING MEETINGS

STATE: Mississippi CONTACT PERSON: Karen Hexton

DEFINITION:

A child who has a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which disorder may manifest itself in imperfect ability to achieve in oral expression, listening comprehension. Written expression, basic reading skills, reading comprehension, mathematic calculation, and mathematic reasoning. Such disorders include conditions such as perceptual handicaps, brain injury, minimal brain dysfunction and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing or motor handicaps, or mental retardation, emotional disturbance or of environmental, cultural or economic disadvantage.

Children who are working at or near their potential yet below the achievement level of most children of their chronological age, would not be educationally handicapped.

The following information must be collected and submitted to the RST to determine handicapping condition:

a. results of a comprehensive standardized instrument designed to measure intelligence - One of the Wechsler Scales should be used, however, other measure of intellectual abilities may be used as supportive data.

b. results of a current individual achievement test (s). A severe discrepancy between intellectual ability and achievement is defined as one where the student's assessed intellectual functioning is above the mentally retarded range, but where the student's assessed achievement in basic reading skills, reading comprehension, math calculations, math reasoning, oral expression, written expression or listening comprehension is one standard deviation or more below the student's intellectual functioning.

When comparing academic and intellectual functioning, using scores from instruments with identical means and standard deviations the following computation is used: The standard score of achievement is subtracted from the intelligence score to determine if the difference is equal to or greater than the standard deviation of the tests (Wechsler Scales 15 points). If the instruments used (achievement and intelligence) do not have identical means and standard deviations, then several formulas can be used to allow these tests scores to be compared. A simplified conversion formula is as follows:

$$SS = 100 + 15\frac{\bar{X}-x}{sd}$$ where

SS=Standard score
100=mean of intelligence test
15=standard deviation of intelligence test
$\bar{X}$=obtained achievement score
x=mean of achievement test used
s.d.=standard deviation of achievement test used

The standard score derived by using this formula is subtracted from the intelligence score the student obtained to determine if the difference is equal to or greater than the standard deviation of the intelligence test (15 in example above).

NOTE - If a student's assessed achievement is not more than one standard deviation below his assessed intelligence but his achievement is below his intellectual potential and there is strong evidence to indicate that a disability exists in the assessed achievement area(s) then the student may be Educationally Handicapped. A professional judgement would then be required by the LSC and RST to determine the student's eligibility for EDH.

The major factor to be considered in determining if the individual has this handicapping condition is the presence of a severe discrepancy between ability and achievement. However, it is recognized that the use of any formula when dealing with individuals has limitations. When determining if a child has a severe discrepancy between ability and achievement a formula is especially limiting with younger children. For this reason the composite, overall preponderance of evidence must be considered in making a decision.

c. CONSIDERATION FORM: DI-SE-F3 must be completed. The entire form is completed after all testing results are received and analyzed. It is requested that the individual who administered the test battery serve on the committee when possible. Each required committee member must sign this form and include the position represented.

The instruments listed below may be used to assess each of the achievement areas. This list is not all inclusive, nor should it be considered as State Department of Education adopted. It is meant only as a guideline for assessing each area, and the test(s) used depends on the child's particular disability(s). The examiner should also take into consideration the current research available on each test and whether this research supports that each test is normed appropriately, reliable and valid for the purpose for which it is used.

BASIC READING SKILLS COMPREHENSION

Stanford Achievement Test - 1.5 - 9.5
Stanford Test of Academic Skills (TASK) - level I 8-10th, II 11-12th
Gray Oral Reading Test A-D 1st-College
Peabody Individual Achievement Test (PIAT) kg-12th
Woodcock Reading Mastery Test - kg-12th
Brown, Hammill, Widerholt Test of Reading Comprehension (TORC) 1st-8th
Basic Educational Skills Inventory (BESI) kg-6th
Gates MacGinitie Oral Diagnostic Reading Test
Gates MacGinitie Reading Test Forms A-F 1st-12th
Durrell Analysis of Reading Difficulty (pre-primer-6th-silent reading oral reading)
Comprehensive Test of Basic Skills K-12th
Iowa Test of Basic Skills 1-9th
Iowa Silent Reading Test 6-12th

Definition continued

MATH CALCULATION/REASONING

Stanford Achievement Test 1.5 - 9.5 grade
Stanford Test of Academic Skills (TASK) 1-8-10th, II-11-12th
Key-Math Diagnostic Arithmetic Test kg-8th
Peabody Individual Achievement Test kg-12th
Basic Educational Skills Inventory (BESI) kg-6th

LISTENING COMPREHENSION

Assessment of Children's Language Comprehension (ACLR) 3-6 years-11 months
Brown Carlson Listening Comprehension 1-6th
Stanford Achievement Test Listening Comprehension
Durrell Analysis of Reading Difficulty - Listening Comprehension-non-reader - 6th
Test for Auditory Comprehension of Language (TACL) 3-6 years -11 months

WRITTEN EXPRESSION

Myklebust Picture, Story Language Test
Basic Educational Skills Inventory (BESI)
Test of Everyday Writing Skills (TEWS)
Test of Written Language (TOWL) 2nd - 8th

ORAL EXPRESSION

(Approved examiners who hold SDE certification at the Class A, Code 49, level or higher or ASHA CCC or Speech Pathology must administer instruments which assess oral expression if this data is considered for SLD eligibility determination).

Carrow Elicited Language Inventory 3-7 years
Developmental Sentence Scoring 2-6 years -11 months
Michigan Picture Language Inventory 4 - 6 years
Northwestern Syntax Screening Test 3 - 7.11 years
Utah Test of Language Development 1 - 15 years
Bankson Language Screening 4 - 8 years

Program Placements

When children have similar educational needs as reflected in the IEP's, they may be placed in a self-contained program. In most cases, the minimum number of students in a self-contained program is five (5) and the maximum number is twelve (12). However, the maximum number may vary in situations where functioning levels of the children require more individualized instruction. In order to provide appropriate individualized instructional services, additional personnel such as aide(s) may be employed to facilitate implementation of IEP's.

Children may be placed in a resource program to provide specifically designed instruction. The minimum number of students in this educational setting is eight (8) and the maximum number is twenty(20).

For children who are severely educationally and socially handicapped and have concommitant problems, the maximum number of students may vary. The severity of the deficit areas and the number of aides needed to assist in implementing IEP's will determine the maximum number of students. The minimum number of students is five (5).

SERRC LEARNING DISABILITIES CONFERENCE

STATE SHARING MEETINGS

STATE: Puerto Rico CONTACT PERSON: Salvador Rodriguez

DEFINITION AND CRITERIA: Specific learning disability means a disorder in one or more of the psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations.

EVALUATION PROCEDURES: An early screening procedure of all kindergarden, first and second graders to identify those children who are potentially learning disabled. All the children selected for intervention have been identified as having normal intelligence, have failed the screening test and present a picture of uneven development.

EVALUATION TEAM: After the child is screened with the "Pre-school screening test" and the "Peabody", if he is suspected to be a potential learning disabled child, he is referred to the evaluation team of special education composed by a psychologist, teacher diagnostitian, a social worker, a speech pathologist.

ASSESSMENT REPORT: The team shall prepare a written report of the results of the evaluation. The report should include: whether the child has a specific learning disability; basis for making the determination; behavior during evaluation; relationship of the behavior to the childs' academic functioning; the educationally relevant medical findings, etc..

PLACEMENT OPTIONS: 1- Transition groups of kindergarden, first and second grades
2- Resource teachers of learning disability programs
3- Resource teacher of special education programs

In P.R. we have 10 schools iwth the learning disabilities programs: 5 in San Juan; 1 in Areiho; 2 in Caguas; 1 in Humacao; 1 in Ponce; 1 in Mayaguez

7. Multi-system Program

Special arrangements may be developed among systems using any of the above described models. The multi-system program will be particularly applicable to low prevalence exceptionalities such as multi-handicapped, trainable mentally retarded, severely mentally retarded, hearing impaired or visually impaired.

8. Residential Program

Special programs for children with severe handicaps are operated in residential facilities under the auspices of the local school system in which that facility is located, or under special provisions approved by the State Board of Education. Because of the nature of the residential situation, special consideration may be given to variations from policies for programs in the public school system. A complete program of educating severely handicapped children in residential centers shall involve teachers and specialists.

9. Related Vocational Instructional (RVI) Program

a. A RVI program is defined as providing support services to handicapped secondary students enrolled in reimbursable vocational education programs.

b. The recommended case load is limited to 22 students.

c. The RVI teacher acts as a liaison person to help the handicapped student function within the regular vocational education program.

C. Facilities, Equipment and Materials

Unless otherwise specified under program areas, the following guidelines should be followed.

- The school system shall provide a classroom of suitable size in a distraction-free area, as required by the type of program or services to be established, with appropriate furniture, materials, supplies and equipment to meet the needs of the class or individual children to be served.

  For a self-contained or diagnostic class, the standard size (750 sq. ft.) is suitable.

  For a resource program, the room should be at least 350 square feet or larger, depending upon the number of children being served at any one time, the kind and amount of furniture and equipment required and the necessity for storage capabilities.

- For children with special physical needs, the classroom should be easily accessible to an outside entrance, the school cafeteria, library and office and should have its own restroom facilities, or they should be provided immediately adjacent to the special classroom. Such classes should be in schools which meet Standards for Public Schools of Georgia.

- Instructional space for exceptional children shall comply with the above State Standards. Adequate storage and shelving should be provided. It is strongly recommended that mobile or portable classrooms be utilized only when regular education classes are also housed within such classrooms.

- New construction, renovation and consolidation of facilities should be undertaken only with the approval of the School Plant Unit, Georgia Department of Education.

D. Transportation

Transportation for handicapped children shall be provided in accordance with established policy.

Vehicles which are to be used to transport exceptional children should be appropriately modified as dictated by the specific needs of the children. This may include such equipment as power lifts, wheelchair fasteners, special seat belts, harnesses, etc.

Provision shall be made for adequate supervision of all exceptional children while they are being transported. This may entail the use of a teacher aide if the physical or mental problems of the children indicate a need for more supervision than can be provided by the driver.

SERRC LEARNING DISABILITIES CONFERENCE
STATE SHARING MEETINGS

STATE: South Carolina CONTACT PERSON: Robert Black

DEFINITION AND CRITERIA:

Consistent with requirements of DHEW. Specific additional recommendations made, but not required, by SEA.

EVALUATION PROCEDURES:

See Above:

EVALUATION TEAM:

Same as above, but also requires "staffing" committee.

ASSESSMENT REPORT:

Protocol consistent with Federal requirement. Specific format adopted by State Board of Education.

PLACEMENT OPTIONS:

Residential
Special "Day" program
Self-Contained in LEA
Resource Room in LEA
Itinerant instruction (within regular classroom)

SERRC LEARNING DISABILITIES CONFERENCE

STATE SHARING MEETINGS

STATE: Virgin Islands CONTACT PERSON: Kathleen Dyer

The state definition and procedures for placement of children with learning disabilities have not been finalized for the Virgin Islands.

APPENDIX XXXI

Process Definitions and Activities

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LEARNING DISABILITY CLINIC
AUBURN UNIVERSITY AT MONTGOMERY
LARRY L. MARTIN, PH.D., DIRECTOR

***AUDITORY DISCRIMINATION

DEFINITION THE ABILITY TO DIFFERENTIATE BETWEEN SOUNDS ONCE THEY HAVE ENTERED THE CENTRAL NERVOUS SYSTEM. NOTE AUDITORY DISCRIMINATION PROBLEMS COULD BE CAUSED BY A DEFICIT IN AUDITORY ACUITY WHICH IS THE ABILITY TO HEAR WITH THE EARS AND, THEREFORE, WHEN AUDITORY DISCRIMINATION APPEARS AS A DEFICIT, THE CHILD MUST UNDERGO AUDITORY ACUITY SCREENING (I.E. PURE TONE AUDIOMETER).

WHAT DOES IT AFFECT IT MAY HINDER THE ABILITY TO ATTEND AUDITORILY TO VERBAL STIMULI BECAUSE THE COMPLETE UNDERSTANDING OF WORDS MAY BE LACKING, AND IT MAY ALSO AFFECT LANGUAGE DEVELOPMENT, SPELLING, AND READING ABILITY.

GENERAL LEARNING APPROACH A VISUAL APPROACH TO READING MAY BE NECESSARY. VISUAL CUES ARE AN AID TO HELPING THE CHILD ASSOCIATE AUDITORY CUES WITH WORDS/SOUNDS. BEGIN REMEDIATION USING AUDITORY AND VISUAL STIMULI, GRADUALLY ELIMINATING VISUAL CUES. TACTILE STIMULI MAY ALSO BE OF USE DURING THE TRAINING STAGE.

Grades K-K

1 ALLOW THE CHILD TO WATCH AS DIFFERENT ENVIRONMENTAL SOUNDS ARE MADE (I.E. WATER RUNNING, DOOR SLAMMING, CHAIR SLIDING ON FLOOR). THEN HAVE HIM/HER CLOSE HIS/HER EYES AND LISTEN TO THE SAME SOUNDS AND IDENTIFY THE SOUNDS.

2 HAVE THE CHILD LISTEN TO SHORT STATEMENTS WHICH CONTAIN A PRE-IDENTIFIED KEY WORD AND RAISE HIS/HER HAND WHEN S/HE HEARS THE WORD USED IN THE STATEMENTS.

Grades 1, 2, 3

1 WHILE LISTENING TO A TAPE AND VIEWING CORRESPONDING PICTURES OF ANIMALS, ALLOW STUDENT TO IDENTIFY ANIMAL SOUNDS AND MATCH THEM TO PICTURES. REMOVE VISUAL STIMULI AND ASK S/HE TO IDENTIFY ANIMAL SOUNDS.

2 GIVE SHORT SENTENCES WHICH MAY OR MAY NOT END IN SHORT RHYMING WORDS. ASK STUDENT TO IDENTIFY RHYMING WORDS. INITIALLY USE VISUAL CUES OF RHYMING WORDS.

Grades 4, 5, 6

1 TAPE DIFFERENT MUSICAL INSTRUMENTS WHICH HAVE CORRESPONDING LABELED PICTURES. HAVE STUDENT IDENTIFY EACH INSTRUMENT.

2 USING A SET OF SHAKER BOXES WHICH CONTAIN SETS OF AUDITORILY MATCHING PAIRS, ASK STUDENT TO IDENTIFY SHAKERS WHICH SOUND THE SAME AFTER SHAKING THE BOXES. PROGRESS TO PAIR IDENTIFICATION AS TEACHER SHAKES CONTAINERS.

Grades 7, 8, 9

1 ASK STUDENT TO LISTEN FOR A SPECIFIC SOUND AND WRITE AS MANY WORDS CONTAINING THAT SOUND AS S/HE CAN IN A SPECIFIED TIME.

2 ASK STUDENT TO LISTEN TO SENTENCES WHICH CONTAIN A WORD THAT IS TOTAL NONSENSE AND IDENTIFY THE NONSENSICAL WORD.

Grades 10, 11 12

1 USING MANY VOCABULARY WORDS WHICH CONTAIN SPECIFIED ROOT SOUNDS, HAVE STUDENT IDENTIFY ALL WORDS CONTAINING SPECIFIED ROOT SOUNDS. BEGIN WITH MONO-SYLLABIC WORDS AND PROCEED TO MULTI-SYLLABIC WORDS.

2 ASK STUDENT TO LISTEN TO SHORT PARAGRAPHS THAT CONTAIN DISCREPANCIES IN WORD USAGE, OMISSION OR ADDITION OF UNNECESSARY WORDS. HAVE STUDENT IDENTIFY THE DISCREPANT WORDS AND CORRECT THEM SO THE STORY MAKES LOGICAL SENSE AND IS GRAMMATICALLY CORRECT.

FOR MORE INFORMATION SEE BIBLIOGRAPHY, SOURCES NUMBERED 5, 12 AND 17.

***VISUAL DISCRIMINATION ***

DEFINITION THE ABILITY TO VISUALLY DIFFERENTIATE GEOMETRIC SYMBOLS, NUMBERS, AND/OR WRITTEN LETTERS, AND/OR WORDS FROM ONE ANOTHER ONCE THEY HAVE ENTERED THE CENTRAL NERVOUS SYSTEM. NOTE VISUAL DISCRIMINATION PROBLEMS COULD BE CAUSED BY A DEFICIT IN VISUAL ACUITY, THE ABILITY TO SEE WITH THE EYE AND, THEREFORE, WHEN VISUAL DISCRIMINATION APPEARS AS A DEFICIT, THE CHILD MUST UNDERGO VISUAL ACUITY SCREENING (I.E. KEYSTONE TELEBINOCULAR).

WHAT DOES IT AFFECT THE CHILD MAY HAVE DIFFICULTY WITH READING, SPELLING AND IDENTIFYING BASIC SHAPES.

GENERAL LEARNING APPROACH USE AN AUDITORY, OR PHONICS, APPROACH TO TEACH READING. USE AUDITORY STIMULI COUPLED WITH VISUAL STIMULI, GRADUALLY ELIMINATING AUDITORY INPUT. TACTILE STIMULI MAY ALSO BE OF USE DURING THE TRAINING STAGES.

Grades N-K

1 PLAY A GAME WHERE THE CHILD MUST MATCH AND PAIR GEOMETRICALLY SHAPED BLOCKS AS THEY ARE VERBALLY DESCRIBED--GRADUALLY ELIMINATE AUDITORY DESCRIPTION.

2 USING 4-8 CARDS WITH LETTERS OR PICTURE OR SHAPES PRINTED ON THEM, LAY THEM OUT IN FRONT OF THE CHILD AND ASK THE CHILD TO MATCH THE CARDS THAT ARE THE SAME.

Grades 1, 2, 3

1 PLAY A GAME OF FISH WITH CARDS UPON WHICH GEOMETRIC SYMBOLS ARE PRINTED. PROGRESS BY CHANGING CARDS TO LETTERS, AND THEN TO DOLCH WORDS.

2 PLAY A GAME OF GEOMETRIC BINGO USING BINGO CARDS ON WHICH GEOMETRIC SHAPES ARE PRINTED.

Grades 4, 5, 6

1 USING A SPELLING LIST AND SHORT PARAGRAPHS CONTAINING THE SAME WORDS, HAVE THE CHILD READ THE PARAGRAPHS AND FIND THE SPELLING WORDS.

2 CONSTRUCT WORD HUNT PUZZLES CONSISTING OF VOCABULARY FROM SCIENCE, SOCIAL STUDIES OR MATH. SELF-TIMING MAY ADD MOTIVATION.

Grades 7, 8, 9

1 USING REGULAR PLAYING CARDS, PLAY OLD MAID, KINGS CORNERS OR FISH.

2 USING A COMPLETE MAP OF A STATE, COUNTRY AND/OR CONTINENT WHICH IS LABELED CORRECTLY, HAVE THE STUDENT MATCH CUT APART PIECES OF THE CONTINENTS, STATES OR COUNTRIES TO THE COMPLETED MAP.

Grades 10, 11, 12

1 USING WORD HUNTS WHICH ARE COMPOSED OF PERTINENT CONTENT AREA VOCABULARY, HAVE THE STUDENT ANSWER QUESTIONS COMPILED FROM THE CONTENT MATERIAL.

2 USING NUMBERED PICTURES (FROM SCIENCE, BIOLOGY, ART, OR HISTORY) WHICH HAVE BEEN CUT INTO PARTS AND GLUED IN A JUMBLED MANNER ON A PIECE OF CARDBOARD, HAVE THE STUDENT ARRANGE THE NUMBERS ON THE PICTURES IN CORRECT ORDER.

FOR MORE INFORMATION SEE BIBLIOGRAPHY, SOURCES NUMBERED 5, 13, AND 17.

***AUDITORY MEMORY SHORT TERM ***

DEFINITION THE ABILITY OF A STUDENT TO REMEMBER AUDITORY STIMULI FOR IMMEDIATE RECALL.

WHAT DOES IT AFFECT IT MAY AFFECT THE STUDENT'S ABILITY TO SPELL PHONETICALLY. IT MAY AFFECT AUDITORY ATTENTIVE ABILITY BECAUSE THE CHILD FORGETS WHAT IS SAID IN CLASS AND IS THEREFORE UNABLE TO FOLLOW LECTURES OR CLASS DISCUSSIONS. THIS ALSO NEGATIVELY AFFECTS THE CHILD'S VERBAL CONTRIBUTIONS IN CLASS. IT MAY AFFECT THE CHILD'S ABILITY TO FOLLOW DIRECTIONS. THE STUDENT MAY NOT BE ABLE TO WORK MATH PROBLEMS THAT HAVE JUST BEEN EXPLAINED VERBALLY. IT MAY ALSO AFFECT A CHILD'S READING ABILITY IF THE CHILD IS UNABLE

GENERAL LEARNING APPROACH COUPLE AUDITORY DIRECTIONS AND LECTURE WITH VISUAL CLUES. ALLOW THE CHILD TO USE A VISUAL REMINDER FOR MATH COMPUTATIONS —COLOR CODED FOR SEQUENCING. WRITE ASSIGNMENTS ON THE BOARD AND CUE STUDENT IN ON THEM WHEN DIRECTIONS OR ASSIGNMENTS ARE GIVEN.

Grades N-K

1 TELL THE CHILD A SIMPLE NURSERY RHYME USING A MELODY OR RHYTHM AND HAVE THE CHILD REPEAT THE RHYME FROM MEMORY.

2 TELL THE CHILD A SIMPLE SHORT STORY OF 2 OR 3 SENTENCES ACCOMPANIED WITH PICTURES, AND ASK THE CHILD TO REPEAT OR PARAPHRASE THE STORY. PROGRESS TO ASKING QUESTIONS ABOUT THE STORY AND HAVE THE CHILD ANSWER. GRADUALLY ELIMINATE THE USE OF PICTURES AND USE ONLY AUDITORY STIMULI.

Grades 1, 2, 3

1 USING A TAPE AND A SHEET WITH PICTURES ON IT, ASK THE CHILD TO DRAW CIRCLES AROUND SPECIFIED PICTURES OR TO MARK THE SHEET IN ANOTHER MANNER. PROGRESS BY INCREASING THE NUMBER OF COMMANDS.

2 PLAY MOTHER MAY I OR SIMON SAYS USING DEMONSTRATIONS OF REQUESTED ACTIONS, INITIALLY, AND PROGRESSING TO ONLY VERBAL INSTRUCTIONS. ONE TO FIVE DIRECTIONS MAY BE GIVEN DEPENDING UPON THE CHILD'S AGE AND ABILITIES.

Grades 4, 5, 6

1 THE TEACHER READS TO THE STUDENT AS HE READS ALONG A SERIES OF NONSENSE STATEMENTS. THE STUDENT IDENTIFIES NONSENSE PHRASE IN EACH STATEMENT. GRADUALLY ELIMINATE THE STUDENT READING OF THE STATEMENTS AND RELY ONLY UPON AUDITORY STIMULI FOR INPUT.

2 THE TEACHER READS A LIST OF 3-5 SPELLING WORDS AS THE CHILD VIEWS THE LIST, AND THEN READS ALONG WITH THE STUDENT THE SIMPLE DEFINITION OF EACH WORD. GRADUALLY ELIMINATE THE STUDENT'S VISUAL INPUT AND RELY SOLELY ON AUDITORY STIMULI.

Grades 7, 8, 9

1 USING A MAP OF THE SCHOOL GROUNDS, OR A PLAN OF THE SCHOOL, WHICH IS WELL LABELED, GIVE STUDENT VISUAL AND AUDITORY DIRECTIONS TO FOLLOW ON THE MAP/PLAN. HAVE STUDENT RESPOND BY NUMBERING IN PENCIL WHERE S/HE IS TO GO. ELIMINATE VISUAL DIRECTIONS RELY ON AUDITORY STIMULI ONLY, EVENTUALLY.

2 AFTER STUDENT KNOWS PLAN OF SCHOOL/GROUNDS, GIVE VERBAL DIRECTIONS WHICH REQUIRE ERRANDS THROUGHOUT SCHOOL. BEGIN WITH ONE AND PROGRESS TO FIVE TASKS. ASK STUDENT TO FOLLOW DIRECTIONS, STOPPING TO HAVE HALL PASS SIGNED AT RESPECTIVE TASK STATIONS.

Grades 10, 11, 12

1 USING SUBJECT CONTENT MATERIAL ASK REVIEW QUESTIONS AS STUDENT READS OR VISUALLY REVIEWS IT, REMOVE VISUAL STIMULI AND QUESTION STUDENT REGARDING MATERIAL. PROGRESS TO ONLY AUDITORY REVIEW. ASK QUESTIONS—VERBALLY, HAVE STUDENT RESPOND VERBALLY AND/OR IN WRITING.

2 USING VOCABULARY FROM CONTENT AREA HAVE STUDENT READ AND SPELL VERBALLY VOCABULARY WORDS AS TEACHER SPELLS THEM ALOUD, REMOVE VISUAL STIMULI, AND ASK STUDENT TO SPELL VOCABULARY WORDS. GRADUALLY ELIMINATE VISUAL INPUT.

FOR MORE INFORMATION SEE BIBLIOGRAPHY, SOURCES NUMBERED 5, 12, AND 17.

***AUDITORY MEMORY LONG TERM ***

DEFINITION THE ABILITY OF A STUDENT TO RECALL AUDITORY STIMULI FOR POSTPONED RECALL.

WHAT DOES IT AFFECT IT MAY AFFECT READING ABILITY BECAUSE THE STUDENT MAY NOT BE ABLE TO REMEMBER LETTER NAMES AND SOUNDS. SPELLING ABILITY MAY ALSO BE AFFECTED. THE STUDENT MAY HAVE DIFFICULTY REMEMBERING MATERIAL FOR TESTS AND DIRECTIONS FOR LATER RECALL.

GENERAL LEARNING APPROACH USE AUDITORY, VISUAL, AND TACTILE-KINESTHETIC MODALITIES FOR INPUT AND THEN GRADUALLY ELIMINATE ALL OTHER INPUT MODALITIES EXCEPT AUDITORY.

Grades N-K

1 USING A TAPE RECORDING OF SOUNDS THAT ARE FOUND IN EVERY DAY LIVING (I.E. RING OF PHONE, SIMPLE ANIMAL SOUNDS, AND/OR DOOR CLOSING), ASK THE CHILD TO LISTEN AND IDENTIFY THE SOUNDS. THIS COULD BE TIMED FOR A CHANGE OF PACE.

2 TEACH THE CHILD HIS NAME, ADDRESS, AND PHONE NUMBER. ASK THE STUDENT TO REPEAT THEM PERIODICALLY FOR THE TEACHER.

Grades 1, 2, 3

1 GIVE VERBAL RULES FOR A SIMPLE GAME AT THE BEGINNING OF THE PLAY PERIOD. ONE HOUR LATER, ASK THE STUDENT TO REPEAT ORALLY THE RULES AND/OR HOW TO PLAY THE GAME.

2 USING SEQUENCED COMIC STRIPS AS A BASIS FOR A STORY, TELL A GROUP OF THREE STUDENTS A STORY. LATER IN THE DAY IN THE READING GROUP, HAVE THE STUDENTS REPEAT THE STORY BY HAVING EACH STUDENT TELL PART OF THE STORY. BEGIN BY INITIALLY USING THE VISUAL AND AUDITORY STIMULI AND GRADUALLY ELIMINATE THE VISUAL STIMULI.

Grades 4, 5, 6

1 USING A TAPED ACCOUNT OF A NEWSPAPER STORY, ASK THE STUDENT TO LISTEN AND READ A CURRENT EVENT IN THE MORNING WHEN CLASS STARTS. LATER DURING SOCIAL STUDIES PERIOD ASK THE STUDENT TO REPEAT THE NEWS STORY. PROGRESS BY REMOVING THE VISUAL STIMULI.

2 DURING MUSIC PERIOD, PLAY FIVE CURRENT POPULAR TUNES, VISUALLY AND VERBALLY IDENTIFYING EACH SONG AND ARTIST. LATER, BEFORE THE DISMISSAL, ASK FOR REQUESTS FOR SONGS FROM THOSE FIVE HITS. EVENTUALLY ELIMINATE THE VISUAL CLUES.

Grades 7, 8, 9

1 UTILIZING CONTENT MATERIAL, ASK THE STUDENT PERTINENT QUESTIONS ON THE DAY FOLLOWING CLASSROOM PRESENTATION OF MATERIAL. ALLOW THE STUDENT TO RESPOND VERBALLY AND/OR IN WRITING.

2 READ CONTENT AREA MATERIAL TO THE STUDENT AND TELL HIM/HER TO LISTEN FOR VOCABULARY WORDS THAT HAVE BEEN AUDITORILY PRESENTED AT LEAST 30 MINUTES PRIOR TO THE LISTENING EXERCISE. ASK THE STUDENT TO LIST THEM AS S/HE HEARS THEM PRESENTED.

Grades 10, 11, 12

1 USING AN ENGLISH LITERATURE STORY, HAVE STUDENTS COMPOSE A SHORT SKIT. THEN ASK STUDENTS TO DRAMATIZE IT WITHOUT THE USE OF A WRITTEN SCRIPT.

2 CLASS DISCUSSIONS WHICH REQUIRE AUDITORY ATTENTIVE ABILITY AND MEMORY ARE EXCELLENT EXERCISES ESPECIALLY IF THEY ARE FOLLOWED UP WITH SUMMARY QUESTIONS AND PERIODIC REVIEW.

FOR MORE INFORMATION SEE BIBLIOGRAPHY, SOURCES NUMBERED 5, 12 AND 17.

***AUDITORY SEQUENTIAL MEMORY ***

DEFINITION THE ABILITY OF A STUDENT TO REMEMBER AUDITORY STIMULI IN SEQUENCE IMMEDIATELY AFTER HEARING THE STIMULI.

WHAT DOES IT AFFECT THE STUDENT MAY HAVE DIFFICULTY REMEMBERING DIRECTIONS, FOLLOWING DIRECTIONS, SEQUENCING MATH PROBLEMS, AND HAVE DIFFICULTY SPELLING WORDS PHONETICALLY.

GENERAL LEARNING APPROACH AUDITORY DIRECTIONS SHOULD BE COUPLED WITH VISUAL CLUES. WRITE SEQUENCED STEPS FOR MATH PROBLEMS GIVE VISUAL AIDS --USING A MULTI-MODALITY APPROACH AND GRADUALLY WEAN THE STUDENT AWAY FROM SUPPORTIVE MODALITIES UNTIL ONLY AUDITORY STIMULI ARE USED.

Grades N-K

1 CLAP SIMPLE RHYTHMS AS THE CHILD WATCHES AND THEN HAVE THE CHILD REPEAT THEM. SLOWLY REDUCE THE INPUT TO AUDITORY STIMULI ONLY.

2 USING A SIMPLE MELODY TO A NURSERY RHYME, HAVE THE CHILD SING THE NURSERY RHYME IMMEDIATELY FOLLOWING PRESENTATION.

Grades 1, 2, 3

1 PLAY SIMPLE SIMON GAMES COMBINING ORAL DIRECTIONS AND DEMONSTRATION. PROGRESS TO THE USE OF ORAL DIRECTIONS ONLY AS SOON AS POSSIBLE.

2 PLAY THE TELEPHONE GAME WHERE THE STUDENTS SIT IN A CIRCLE AND SEND A WHISPERED MESSAGE AROUND THE CIRCLE. THE LAST PERSON REPEATS THE MESSAGE OUT LOUD.

Grades 4, 5, 6

1 PLAY GOING TO CALIFORNIA AND I SHALL TAKE GAME STARTING WITH TWO PLAYERS EACH TAKING TWO ITEMS ALONG. INCREASE THE NUMBER OF PLAYERS AND THE NUMBER OF ITEMS TAKEN AS PROFICIENCY INCREASES.

2 RE-TELL A SIMPLE STORY PAYING PARTICULAR ATTENTION TO SEQUENCE. HAVE THE STUDENT REPEAT RECORDED TELEPHONE MESSAGES VERBATIM.

Grades 7, 8, 9

1 AFTER LISTENING TO A TAPE REGARDING THE MAP ROUTES TO A PARTICULAR LOCATION, HAVE THE STUDENT EITHER REPEAT THE INSTRUCTIONS OR TRACE THEM IN SEQUENCE ON A MAP.

2 HAVE THE STUDENT CONSTRUCT A PAPER MODEL AIRPLANE AFTER ORAL INSTRUCTIONS HAVE BEEN GIVEN.

Grades 10, 11, 12

1 USING SEQUENCED CONTENT MATERIAL FROM SUBJECT CLASSES LIKE HISTORY OR SCIENCE, HAVE THE STUDENT SUMMARIZE IN THE CORRECT ORDER, THE EVENTS OR STEPS INVOLVED.

2 HAVE THE STUDENT REPEAT LIMERICKS IMMEDIATELY AFTER ORAL PRESENTATION. THESE MAY BE PUT ON TAPE OR PRACTICED WITH FELLOW CLASSMATES.

FOR MORE INFORMATION SEE BIBLIOGRAPHY, SOURCES NUMBERED 5, 12 AND 20.

***VISUAL MEMORY SHORT TERM ***

DEFINITION THE ABILITY OF A STUDENT TO REMEMBER VISUAL STIMULI FOR IMMEDIATE RECALL.

WHAT DOES IT AFFECT THE STUDENT MAY HAVE DIFFICULTY LEARNING TO SPELL AND READ. THE STUDENT MAY HAVE DIFFICULTY COMPLETING CLASS NOTES WRITTEN ON THE BOARD IF THEY ARE REMOVED BEFORE THE STUDENT FINISHES COPYING THEM. THE STUDENT MAY FORGET WHERE S/HE HAS JUST PUT THINGS.

GENERAL LEARNING APPROACH USE AN AUDITORY, TACTILE/KINESTHETIC, AND VISUAL APPROACH. GRADUALLY ELIMINATE ALL INPUT MODALITIES EXCEPT VISUAL. FREQUENTLY REVIEW DESIRED MATERIAL AND TEACH TO OVERLEARN.

Grades N-K

1 PLACE SEVERAL OBJECTS IN FRONT OF THE CHILD AND ALLOW HIM/HER TO VIEW THEM FOR A PRE-DETERMINED TIME LENGTH. WHILE THE CHILD TURNS THE OTHER WAY, REMOVE ONE OR MORE OBJECTS. THE CHILD THEN LOOKS AT THE REMAINING OBJECTS AND TELLS WHAT HAS BEEN REMOVED. INCREASE THE DIFFICULTY BY INCREASING THE NUMBER OF OBJECTS AND/OR DECREASING THE TIME ALLOWED FOR VIEWING.

2 AFTER SHOWING THE CHILD 1-3 PICTURES, ADD THEM TO A PILE OF THREE OTHER PICTURES AND ASK THE CHILD TO PICK OUT THE ORIGINAL PICTURES.

Grades 1, 2, 3

1 ASK THE CHILD TO LOOK CAREFULLY AT A CLASSMATE AND TO REMEMBER WHAT S/HE IS WEARING. HAVE THE CHILD THEN CLOSE HIS/HER EYES OR TURN HIS/HER BACK AND DESCRIBE WHAT THE CLASSMATE IS WEARING.

2 PLACE 1-10 ITEMS IN A BOX AND THEN TAKE THEM OUT ONE AT A TIME. HOLD EACH ITEM UP FOR A FEW SECONDS, REPLACE IT IN THE BOX, AND ASK THE STUDENT TO LIST THE OBJECTS SHOWN.

Grades 4, 5, 6

1 SHOW THE STUDENT A LIST OF 1-10 SPELLING VOCABULARY WORDS. AFTER REMOVING THEM FROM SIGHT, ASK THE STUDENT TO FIND THE WORDS IN A "WORD HUNT" GAME.

2 USING CONTENT AREA VOCABULARY WORDS PRINTED ON DUPLICATE CARDS, PLAY CONCENTRATION.

Grades 7, 8, 9

1 USING CONTENT AREA DIAGRAMS AND/OR MAPS WHICH ARE CORRECTLY LABELED, MIX UP THE LABELS AND ASK STUDENT TO CORRECTLY REPLACE THE LABELS IN THE ORIGINAL POSITIONS. PROGRESS TO VIEWING CORRECTLY LABELED MAPS AND/OR DIAGRAMS, REMOVE THE LABELS, AND ASK THE STUDENT TO CORRECTLY RE-LABEL THEM FROM MEMORY.

2 USE CONTENT AREA VOCABULARY WHICH IS USED FOR FILL-IN-THE-BLANK TYPE SENTENCES/FACTS RELATING TO THE SUBJECT. REMOVE THE VOCABULARY WORDS AND ASK THE STUDENT TO SUPPLY MISSING WORDS FROM MEMORY.

Grades 10, 11, 12

1 SHOW THE STUDENT A DIAGRAM AND/OR PICTURE FROM A SUBJECT AREA (I.E. BIOLOGY, CHEMISTRY, OR HISTORY) WHICH IS TOTALLY DEPICTED. REMOVE THE ORIGINAL DIAGRAM/PICTURE FROM SIGHT AND SHOW THE STUDENT THE SAME DIAGRAM /PICTURE FROM WHICH 1-2-3 ITEMS HAVE BEEN REMOVED. HAVE THE STUDENT LIST THOSE MISSING ITEMS.

2 USING SIMPLE ABSTRACT PICTURE PUZZLES, HAVE THE STUDENT RECONSTRUCT A PUZZLE FROM MEMORY AFTER VIEWING IT FOR A SHORT TIME. PROGRESS BY SHORTENING THE VIEWING TIME AND/OR TIMING HOW LONG IT TAKES TO COMPLETE THE PERFORMANCE.

FOR MORE INFORMATION SEE BIBLIOGRAPHY, SOURCES NUMBERED 5, 17 AND 21.

***VISUAL MEMORY LONG TERM ***

DEFINITION THE ABILITY OF A STUDENT TO RECALL VISUAL STIMULI FOR POSTPONED RECALL.

WHAT DOES IT AFFECT IT MAY AFFECT THE STUDENT'S ABILITY TO SPELL, AND TO CORRECTLY ANSWER TEST QUESTIONS. IT MAY AFFECT READING ABILITY AND THE ABILITY TO INITIALLY LEARN TO READ. THE CHILD MAY HAVE DIFFICULTY DESCRIBING WHAT HAS BEEN SEEN.

GENERAL LEARNING APPROACH WHEN TEACHING READING, USE A PHONICS METHOD AND ALLOW CHILD TO VERBALIZE. USE AUDITORY INPUT COUPLED WITH VISUAL CLUES INITIALLY, GRADUALLY ELIMINATING AUDITORY STIMULI. TACTILE STIMULI MAY ALSO BE OF USE DURING THE TRAINING STAGES.

Grades N-K
1 ASK THE CHILD TO RECALL WHAT S/HE DID BEFORE S/HE CAME TO SCHOOL. ON THE WEEKEND, OR FOR HIS/HER SUMMER VACATION.

2 PLAY PANTOMIME GAMES AND ASK THE CHILD TO ACT LIKE A PERSON, FRUIT, ANIMAL, OR MACHINE AND HAVE THE CLASS IDENTIFY WHAT IS BEING DEPICTED.

Grades 1, 2, 3
1 ASK STUDENT TO GIVE A DETAILED DESCRIPTION OF AN ANIMAL WITHOUT USING ITS NAME. HAVE CLASSMATES GUESS WHICH ANIMAL IS DESCRIBED.

2 WRITE DOLCH WORDS WHICH HAVE 1-2 LETTER(S) MISSING AND ASK THE STUDENT TO SUPPLY THE MISSING LETTER(S).

Grades 4, 5, 6
1 GIVE THE STUDENT A LIST WITH 1-5 WRITTEN DIRECTIONS FOR A SIMPLE GAME. AT THE END OF A SHORT PERIOD, ASK THE STUDENT TO EXPLAIN HOW TO PLAY THE GAME. THE DIRECTIONS MAY HAVE TO BE ACCOMPANIED WITH VERBAL DIRECTIONS INITIALLY. PROGRESS SO THAT THE CHILD CAN PERFORM THE GAME FROM VISUAL MEMORY ONLY.

2 WRITE SENTENCES WHICH OMIT THE WEEKLY SPELLING VOCABULARY AND ASK THE STUDENT TO SUPPLY THE MISSING VOCABULARY WORDS.

Grades 7, 8, 9
1 ASSIGN SPECIFIC TV VIEWING RELATING TO CONTENT MATERIAL. ASK THE STUDENT TO DESCRIBE WHAT WAS PRESENTED THE NIGHT BEFORE.

2 USING CARDS WITH SENTENCES AND/OR WORDS, HAVE THE STUDENT CHOOSE A CARD AND PANTOMIME WHAT IS REQUESTED. IDEAS CAN RANGE FROM PEELING A BANANA, TO LIFTING A BOX, TO PLAYING A PIANO. HAVE THE CLASS GUESS THE ACTION.

Grades 10, 11, 12
1 USING THE VOCABULARY FROM A CONTENT AREA, ASK THE STUDENT TO FILL IN THE BLANKS IN SENTENCES WHERE THE WORDS ARE MISSING.

2 PRESENT JUMBLED SPELLING OF VOCABULARY WORDS FROM A CONTENT AREA AND HAVE THE STUDENT CORRECTLY SPELL THE WORDS FROM MEMORY.

FOR MORE INFORMATION SEE BIBLIOGRAPHY, SOURCES NUMBERED 5, 11 AND 17.

***VISUAL SEQUENTIAL MEMORY ***

DEFINITION THE ABILITY OF A STUDENT TO REMEMBER, IN CORRECT ORDER, VISUALLY PRESENTED STIMULI.

WHAT DOES IT AFFECT THE STUDENT MAY HAVE DIFFICULTY REMEMBERING MATERIAL PRESENTED ON THE BLACKBOARD AND REMOVED BEFORE S/HE COPIES IT. IT MAY ALSO AFFECT THE STUDENT'S SPELLING ABILITY, AND THE ABILITY TO RECALL EVENTS S/HE HAS WITNESSED VISUALLY.

GENERAL LEARNING APPROACH USE AUDITORY CLUES ORGANIZE INFORMATION INTO SMALL GROUPS AND FREQUENTLY REVIEW VISUAL MATERIAL. TEACH TO OVERLEARN WHEN SEQUENCE IS IMPORTANT (I.E. SPELLING, STEPS TO A MATH PROBLEM, ETC.).

Grades N-K

1 PLAY A GAME OF ORDERING WITH A GROUP OF OBJECTS. STARTING WITH THREE OBJECTS ARRANGED IN A PARTICULAR SEQUENCE, SHOW THE CHILD THE ARRANGEMENT, HAVE THE CHILD TURN AWAY, RE-ARRANGE THE THREE ITEMS, AND ASK THE STUDENT TO PLACE THEM IN THE ORIGINAL ORDER.

2 PLAY A GAME OF OBJECT CONCENTRATION. ARRANGE FROM 3 TO 7 ITEMS IN SEQUENCE, HAVE THE CHILD VIEW THE ITEMS FOR 15-45 SECONDS, AND THEN HAVE THE CHILD TURN AWAY AND CORRECTLY NAME THE SEQUENCE FROM LEFT TO RIGHT.

Grades 1, 2, 3

1 USING A PATTERN OF WOODEN BEADS WHICH YOU ALLOW THE CHILD TO VIEW FOR A SHORT PERIOD OF TIME, HAVE THE CHILD REPEAT THE PATTERN EXACTLY AS PRESENTED. INCREASE THE DIFFICULTY BY ADDING BEADS, TIMING THE PERFORMANCE, AND/OR DECREASING THE VIEWING TIME.

2 USING CARDS WITH UNRELATED WORDS OR LETTERS PLACED 3 TO 7 IN A LINE HORIZONTALLY, ALLOW THE STUDENT TO VIEW THEM FOR 15-30 SECONDS. HAVE THE STUDENT TURN AWAY AND VERBALLY REPEAT OR WRITE THE SEQUENCE.

Grades 4, 5, 6

1 WRITE DIFFERENT GEOGRAPHIC LOCATIONS HORIZONTALLY ACROSS THE BLACKBOARD. UNDER THESE WRITTEN LOCATIONS, PLACE PICTURES PERTINENT TO THESE LOCATIONS. AFTER ALLOWING AMPLE VIEWING TIME, REMOVE THE PICTURES. HAVE THE STUDENT REPLACE THE PICTURES IN CORRECT ORDER.

2 DIVIDE A WORD INTO SYLLABLES AND ALLOW CHILD TO VIEW THE WORD. ERASE THE WORD AND HAVE THE CHILD CORRECTLY REWRITE AND SYLLABICATE THE WORD.

Grades 7, 8, 9

1 ALLOW THE STUDENT TO VIEW A LIST OF WORDS AND THEIR PREFIXES OR SUFFIXES. REMOVE THE PREFIXES AND SUFFIXES AND HAVE THE STUDENT REPLACE THEM ON THE PROPER WORDS IN THE PROPER ORDER. BEGIN WITH SIMPLE WORDS AND PROCEED TO MORE COMPLEX WORDS.

2 UTILIZING CONTENT AREA VOCABULARY, VISUALLY PRESENT SIMPLE DEFINITIONS. REMOVE THE DEFINITIONS AND ASK THE STUDENT TO REPEAT THEM EXACTLY AS ORIGINALLY GIVEN.

Grades 10, 11, 12

1 USING CONTENT AREA DIAGRAMS FROM SCIENCE, HISTORY OR ENGLISH WHICH ARE LABELED BY SEQUENCED NUMBERS, ASK THE STUDENT TO CORRECTLY REPLACE NUMBERS AFTER THEY HAVE BEEN REMOVED.

2 USING AN OUTLINE MAP WITH COUNTRIES, STATES, OR CITIES MARKED IN NUMBERED SEQUENCE, ALLOW THE STUDENT TO VIEW THE MAP AND THEN VERBALIZE THE ROUTE FROM MEMORY. REMOVE THE NAMES FROM THE MAP AND HAVE THE STUDENT RETRACE THE ORIGINAL ROUTE IN THE PROPER SEQUENCE BY SUPPLYING THE MISSING NAMES.

FOR MORE INFORMATION SEE BIBLIOGRAPHY, SOURCES NUMBERED 5, 17 AND 20.

***TACT./KINES.MEMORY SHORT TERM ***

DEFINITION THE ABILITY OF A STUDENT TO REMEMBER A MOTOR MOVEMENT IMMEDIATELY FOLLOWING THE PERFORMANCE OF A TACTILE/KINESTHETIC ACT.

WHAT DOES IT AFFECT IT MAY AFFECT THE LEARNING OF NEW PSYCHOMOTOR SKILLS SUCH AS RUNNING, HOPPING, SKIPPING, JUMPING, FINGER GAMES, LETTER FORMATION, AND TYPING SKILLS.

GENERAL LEARNING APPROACH UTILIZE A MULTI-MODALITY APPROACH—USING AUDITORY, VISUAL, AND TACTILE/KINESTHETIC INPUT. GRADUALLY REDUCE INPUT UNTIL STUDENT CAN DO DESIRED TASK AND/OR PLACE BODY PARTS IN REQUESTED POSITION WITHOUT THE USE OF VISION.

Grades N-K

1 PLAY SIMON SAYS WHILE CHILD WATCHES TEACHER WHO MANIPULATES THE CHILD'S BODY PARTS TO A SPECIFIC ACTION. REPEAT UNTIL THE CHILD IS ABLE TO DO THE SPECIFIED ACTION WITHOUT THE USE OF THE EYES.

2 HAVE THE CHILD FEEL A TEXTURED MATERIAL WHILE VIEWING IT AND HEARING ITS TEXTURE DESCRIBED AS SMOOTH, SOFT OR ROUGH. THE MATERIAL IS THEN PLACED IN A FEELY BOX WITH TWO OTHER PIECES OF MATERIAL. THE CHILD MUST THEN RECOVER THE ORIGINAL PIECE OF MATERIAL FROM THE BOX.

Grades 1, 2, 3

1 PLAY SIMPLE FINGER GAMES SUCH AS TEENSY WEENSY SPIDER OR HERE IS THE CHURCH AND HERE IS THE STEEPLE. TEACH THE EXCERCISES AND ASK THE CHILD FOR AN IMMEDIATE REPEAT.

2 ASK CHILD TO IDENTIFY A GEOMETRIC FORM, LETTER, NUMBER, OR WORD WHEN IT IS DRAWN ON THE BACK OF THE CHILD'S HAND OR ON HIS/HER BACK.

Grades 4, 5, 6

1 USING A FEELY BOX, HAVE THE STUDENT IDENTIFY OBJECTS BY TOUCH THAT S/HE HAS JUST HAD THE OPPORTUNITY TO THOROUGHLY EXAMINE.

2 USING A FEELY BOX WHICH CONTAINS SANDPAPER LETTERS, HAVE THE STUDENT IDENTIFY, THROUGH FEEL, THE LETTERS WHICH S/HE HAS JUST THOROUGHLY EXAMINED.

Grades 7, 8, 9

1 THE STUDENT WILL FOLLOW DIRECTIONS FOR A SIMPLE DANCE WHICH WERE GIVEN INITIALLY WITH MUSIC, VERBAL DIRECTIONS, DEMONSTRATION, AND PRACTICE. QUICKLY REDUCE THE VERBAL DIRECTIONS TO A MINIMUM.

2 USING PAIRS OF OBJECTS THAT ARE MATED BY WEIGHT, HAVE THE STUDENT EXAMINE EACH ITEM VISUALLY AND TACTUALLY. THE STUDENT IS TO DETERMINE FROM MEMORY WHICH OBJECT IS HEAVIEST, LIGHTEST AND MATCH OBJECTS WHICH WEIGH THE SAME.

Grades 10, 11, 12

1 USING MUSIC, HAVE THE STUDENT LISTEN TO MUSIC AND USE CREATIVE MOVEMENTS TO DANCE OR MOVE TO THE TEMPO OF THE MUSIC. HAVE THE STUDENT REPEAT THE SAME MOVEMENTS AFTER A SHORT TIME.

2 TEACH THE STUDENT DISCO DANCE STEPS TO THE LATEST HITS. PLAY MUSIC AND HAVE THE STUDENT DISCO DANCE FOLLOWING THE PRACTICED STEPS.

FOR MORE INFORMATION SEE BIBLIOGRAPHY, SOURCES NUMBERED 5 AND 16.

***TACT./KINES.MEMORY LONG TERM ***

DEFINITION THE ABILITY OF A STUDENT TO REMEMBER A MOTOR MOVEMENT FOR DELAYED RECALL FOLLOWING THE PERFORMANCE OF A TACTILE/KINESTHETIC ACT.

WHAT DOES IT AFFECT IT MAY AFFECT THE QUALITY AND EFFICIENCY OF PSYCHOMOTOR SKILLS (I.E. THE LEARNING OF NEW MOTOR SKILLS SUCH AS RUNNING, JUMPING, HOPPING, SKIPPING, FINGER GAMES, LETTER FORMATION, AND TYPING SKILLS).

GENERAL LEARNING APPROACH UTILIZE A MULTI-MODALITY APPROACH—USING AUDITORY, VISUAL, AND TACTILE/KINESTHETIC INPUT. GRADUALLY REDUCE INPUT UNTIL STUDENT CAN DO DESIRED TASK AND/OR PLACE BODY PARTS IN REQUESTED POSITION UPON REQUEST FROM MEMORY.

Grades N-K

1 PLAY SIMON SAYS OR DO THIS TO TEACH MOVEMENT. LATER PLAY THE GAME WITH ONLY VERBAL STIMULI. THE CHILD IS TO RESPOND WITH REQUESTED MOVEMENT.

2 COLLECT ITEMS ON PLAYGROUND SUCH AS LEAVES, BARK, GRASS, TWIGS, OR STONES. LATER IN CLASS, ASK THE CHILD TO REACH IN FEELY BOX AND PULL OUT REQUESTED ITEM.

Grades 1, 2, 3

1 TEACH THE GEOMETRIC SHAPES IN MATH CLASS. ASK THE STUDENT TO FIND THE DESIRED OBJECT IN THE FEELY BOX LATER IN THE CLASS DAY. REVIEW PERIODICALLY FOR RETENTION.

2 TEACH THE STUDENT ANIMAL WALKS TO THE TEMPO OF MUSIC. WHEN THE MUSIC IS PLAYED LATER DURING P.E. CLASS, HAVE THE STUDENT MATCH THE LEARNED GAIT OF AN ANIMAL TO THE TEMPO OF THE MUSIC.

Grades 4, 5, 6

1 UTILIZING THE APPROPRIATE MUSIC, TEACH THE BASIC STEPS FOR A SIMPLE DANCE. ASK THE STUDENT TO DEMONSTRATE THE DANCE AT A LATER DATE TO CHECK FOR RETENTION.

2 HAVE THE STUDENT RUN AN OBSTACLE COURSE ON THE PLAYGROUND. USE ACTIVITIES THAT REQUIRE THE STUDENT TO GO IN AND OUT, UP AND OVER, DOWN AND UNDER OBJECTS. REPEAT LATER IN A RELAY RACE SITUATION AND/OR TIMED SITUATION AND RECORD IMPROVEMENT.

Grades 7, 8, 9

1 TEACH THE STUDENT HOW TO PLAY TEAM GAMES SUCH AS VOLLEYBALL, BASKETBALL, AND BASEBALL. SET UP COMPETITIVE GAMES WITH ANOTHER P.E. CLASS TO TRY OUT THE NEWLY LEARNED SKILLS.

2 TEACH THE STUDENT SIMPLE GYMNASTIC ROUTINES ON THE FLOOR MAT. ASK HIM/HER TO TEACH THE ROUTINES TO ANOTHER STUDENT. REVIEW PERIODICALLY FOR RETENTION.

Grades 10, 11, 12

1 HAVE THE STUDENT ROLLER SKATE OR ICE SKATE AND DO SIMPLE MOVEMENTS TO MUSIC. ASK FOR A DEMONSTRATION OF LEARNED MOVEMENTS.

2 TEACH THE STUDENT DIFFERENT DISCO OR ROCK AND ROLL STEPS. DANCE DURING P.E. AND ASK FOR DEMONSTRATIONS OF LEARNED STEPS.

FOR MORE INFORMATION SEE BIBLIOGRAPHY, SOURCES NUMBERED 13 AND 21.

***TACT./KINES.SEQUENTIAL MEMORY ***

DEFINITION THE ABILITY OF A STUDENT TO REMEMBER TACTILE/KINESTHETIC STIMULI IN ITS PREVIOUSLY PRESENTED SEQUENCE FOR IMMEDIATE OR LATER RECALL AND/OR RESPONSE.

WHAT DOES IT AFFECT IT MAY AFFECT ABILITY TO LEARN HANDWRITING SKILLS. IT MAY ALSO AFFECT THE QUALITY AND EFFICIENCY OF FINE AND GROSS MOTOR MOVEMENT.

GENERAL LEARNING APPROACH UTILIZE A MULTI-MODALITY INPUT APPROACH INITIALLY AND GRADUALLY ELIMINATE ALL BUT TACTILE/KINESTHETIC STIMULI.

Grades N-K

1 SHOW THE CHILD SIMPLE FINGER GAMES AND HAVE THE CHILD REPEAT THEM EXACTLY AS PRACTICED (I.E. HERE IS THE CHURCH OR TEENSY WEENSY SPIDER). HAVE THE CHILD PERFORM THEM WITHOUT LOOKING.

2 SHOW THE CHILD HOW TO DRAW A TRIANGLE, CIRCLE, SQUARE AND ASK THE CHILD TO DRAW THEM IN PROPER SEQUENCE. PROGRESS UNTIL THE CHILD CAN MAKE THEM WITHOUT LOOKING.

Grades 1, 2, 3

1 PLACE SQUARES OF DIFFERENT TEXTURED MATERIALS (3-5) IN A SPECIFIC ORDER ON A TABLE. HAVE THE STUDENT EXAMINE THEM WITH HIS/HER EYES AND FINGERS AND THEN, WITHOUT LOOKING, PUT THEM BACK IN THE ORIGINAL ORDER.

2 HAVE THE CHILD EXAMINE SOME THREE DIMENSIONAL LETTERS OR NUMBERS (3-5) PLACED IN A PARTICULAR ORDER ON A TABLE. AFTER MIXING THEM UP, HAVE THE CHILD PUT THEM BACK IN THE PROPER SEQUENCE WITHOUT LOOKING.

Grades 4, 5, 6

1 TEACH THE CHILD A SIMPLE DANCE STEP AND ASK CHILD TO DEMONSTRATE THE DANCE FROM MEMORY.

2 TEACH THE STUDENT SHORT FINGER SNAPPING EXCERCISES AND ASK HIM/HER TO REPEAT THEM BACK IN THE PROPER SEQUENCE WITHOUT LOOKING AT HIS/HER HANDS.

Grades 7, 8, 9

1 DRAW ONE TO THREE NUMBERS OR LETTERS, A PICTURE, OR A WORD ON THE STUDENT'S BACK AND THEN ASK THE STUDENT TO DESCRIBE WHAT WAS DRAWN.

2 PLACE THREE TO FIVE OBJECTS IN A STUDENT'S HAND WHILE S/HE IS BLINDFOLDED. ASK FOR IDENTIFICATION IN THE SAME ORDER IN WHICH THEY WERE PLACED IN HAND.

Grades 10, 11, 12

1 TEACH THE STUDENT A GYMNASTIC ROUTINE ON THE FLOOR MAT AND HAVE THE STUDENT REPEAT THE ROUTINE IN THE PROPER ORDER.

2 TEACH THE STUDENT A DISCO DANCE STEP TO THE LATEST HIT RECORDS. ALLOW THE STUDENT TO DEMONSTRATE AND TEACH THE NEW STEP TO THE CLASS.

FOR MORE INFORMATION SEE BIBLIOGRAPHY, SOURCES NUMBERED 13 AND 21.

***AUDITORY FIGURE GROUND ***

DEFINITION THE ABILITY OF THE STUDENT TO PICK OUT AND PAY ATTENTION TO SPECIFIC AUDITORY STIMULI THAT ARE MEANINGFUL TO THE DESIRED TASK WITHOUT INTERFERENCE FROM BACKGROUND AUDITORY STIMULI.

WHAT DOES IT AFFECT THE STUDENT'S OVERALL ATTENTION SPAN MAY BE GREATLY AFFECTED. THE STUDENT MAY ALSO HAVE TROUBLE FOLLOWING ORAL DIRECTIONS, CLASS DISCUSSION, AND IN UTILIZING A PHONICS APPROACH TO READING OR SPELLING.

GENERAL LEARNING APPROACH TRY TO ELIMINATE ALL UNNECESSARY NOISES IN THE LEARNING ENVIRONMENT UNTIL THE STUDENT LEARNS TO IGNORE THEM. THE USE OF A LEARNING CARREL, EARPHONES, AND SOUNDPROOFING MATERIAL MAY ALSO REDUCE DISTRACTIONS. REINTRODUCE NORMAL BACKGROUND NOISE AS SOON AS FEASIBLE.

Grades N-K

1 PLAY HAND CLAPPING GAMES WHERE THE CHILD WATCHES THE TEACHER CLAP A SIMPLE RHYTHM, WHILE AT THE SAME TIME, THE TEACHER VERBALIZES THE BEAT. ASK CHILD TO RESPOND WITH HAND CLAPPING ONLY. PROGRESS BY ELIMINATING THE VISUAL CLUES.

2 ASK THE CHILD SIMPLE QUESTIONS WHILE A DESK BELL IS RUNG. PROGRESS TO ASKING THE CHILD QUESTIONS WHILE THE RADIO IS BEING PLAYED IN THE BACKGROUND.

Grades 1, 2, 3

1 PRESENT SEVERAL TYPES OF AUDITORY STIMULI TO THE CHILD SIMULTANEOUSLY. ASK THE CHILD TO CLAP HIS/HER HANDS WHEN S/HE HEARS THE PREDESIGNATED SOUND.

2 PLAY A GAME WHICH HAS A MUSICAL BACKGROUND AND ALSO GIVES VERBAL DIRECTIONS. SUCH SONGS AS "HOKEY POKEY" AND "FARMER-IN-THE-DELL." REQUIRE THE CHILD TO FOLLOW VERBAL DIRECTIONS AGAINST A MUSIC BACKGROUND.

Grades 4, 5, 6

1 GIVE STUDENT VERBAL DIRECTIONS FOR AN ERRAND WHILE CLASS IS IN PROGRESS. WRITE OUT DIRECTIONS. SEND STUDENT ON DESIGNATED ERRAND. REQUIRE HALL PASS BE SIGNED BY RECEIVING TEACHER ELIMINATE VISUAL CLUE EVENTUALLY.

2 TEACH CHILD LYRICS TO A POPULAR SONG. HAVE HIM/HER LISTEN FOR LYRICS AND SING ALONG WITH RECORD.

Grades 7, 8, 9

1 HAVE THE STUDENT PARTICIPATE IN CHORAL READING.

2 ALLOW THE STUDENT TO PLAY A PART IN A CLASS SKIT. PAY ATTENTION TO THE STUDENT'S ABILITY TO COME IN ON CUE FROM VERBAL CUES ONLY.

Grades 10, 11, 12

1 CONDUCT SMALL GROUP DISCUSSIONS. BE SURE STUDENT IS AN ACTIVE CONTRIBUTOR TO DISCUSSION AND CAN FOLLOW THE MAIN IDEA.

2 HAVE THE STUDENT PARTICIPATE IN READING POETRY OR RHYMES ALOUD IN ROUNDS. SUCH SONGS AS "ROW, ROW, ROW YOUR BOAT" OR "BROTHER JOHN" ARE EXCELLENT FOR THIS PURPOSE.

FOR MORE INFORMATION SEE BIBLIOGRAPHY, SOURCES NUMBERED 5, 12 AND 17.

***VISUAL FIGURE GROUND ***

DEFINITION THE ABILITY OF THE STUDENT TO PICK OUT AND PAY ATTENTION TO SPECIFIC VISUAL STIMULI THAT ARE MEANINGFUL TO THE DESIRED TASK WITHOUT INTERFERENCE FROM BACKGROUND VISUAL STIMULI.

WHAT DOES IT AFFECT IT MAY AFFECT THE CHILD'S ABILITY TO READ, WRITE WORDS LEGIBLY, AND WRITE MATH PROBLEMS IN AN ORDERLY FASHION. THE CHILD MAY HAVE DIFFICULTY ACCOMPLISHING SMALL MOTOR TASKS WHICH CONTAIN MANY SMALL OBJECTS (I.E. CUTTING, PUZZLES, CROSSWORD PUZZLES, WORKBOOK PAGES, AND COPYING). THE CHILD'S OVERALL ATTENTION SPAN MAY BE GREATLY AFFECTED.

GENERAL LEARNING APPROACH THE DISTRACTION OF TOO MUCH WRITTEN MATERIAL ON A PAGE SHOULD BE ELIMINATED EVEN IF IT MEANS CUTTING SENTENCES APART. PARTITIONING A PAPER INTO SQUARES FOR MATH PROBLEMS MAY ELIMINATE CROWDING AND POOR SPACING OF PROBLEMS. THE USE OF A LEARNING CARREL MAY HELP REDUCE VISUAL DISTRACTIONS. REINTRODUCE NORMAL VISUAL DISTRACTIONS AS SOON AS FEASIBLE.

Grades K-K

1 HAVE THE STUDENT CUT GEOMETRIC FIGURES OUT OF COLORED CONSTRUCTION PAPER. HELP THE CHILD TO DIFFERENTIATE THE FIGURE FROM THE GROUND BY STARTING WITH DRAWN GUIDELINES. REMOVE THE GUIDELINES AS SOON AS POSSIBLE.

2 HAVE THE STUDENT PARTICIPATE IN PASTING EXERCISE, COLORING PICTURES, CUTTING OUT PICTURES, AND CONSTRUCTING A SCRAPBOOK.

Grades 1, 2, 3

1 USING THE GEOBOARD AND RUBBER BANDS, HAVE THE STUDENT REPRODUCE STIMULUS CARD FIGURES ON THE GEOBOARD.

2 HAVE THE STUDENT WORK SIMPLE MAZE PUZZLES BY DRAWING THE ROUTE WITH A PENCIL.

Grades 4, 5, 6

1 WORD HUNTS WHICH HAVE HIS/HER SPELLING VOCABULARY WORDS HIDDEN WITHIN SHORT SENTENCES OR PARAGRAPHS ARE GOOD VISUAL FIGURE GROUND ACTIVITIES.

2 FIND-THE-HIDDEN-OBJECTS PUZZLES OR WORKSHEETS ARE EXCELLENT FOR PRACTICE IN THIS AREA.

Grades 7, 8, 9

1 HAVE THE STUDENT CIRCLE ALL OF HIS/HER CONTENT AREA VOCABULARY WORDS ON A PAGE WITH OTHER RANDOMLY PLACED WORDS.

2 HAVE THE STUDENT IDENTIFY THE MISTAKE(S) ON WORKSHEETS WHICH ARE PURPOSELY DRAWN SO ONE OR MORE THINGS ARE INCORRECT.

Grades 10, 11, 12

1 LABEL CONTENT AREA DIAGRAMS WITH CORRECT VOCABULARY STUDY WORDS (I.E. THE PARTS OF A PLANT OR ANIMAL).

2 USING A STATE MAP, HAVE THE CHILD TRACE A ROUTE FROM ONE REQUESTED DESTINATION TO ANOTHER, VERBALIZING THE ROUTE AND THE CITIES THROUGH WHICH S/HE PASSES.

FOR MORE INFORMATION SEE BIBLIOGRAPHY, SOURCES NUMBERED 9, 13 AND 17.

***TACT./KINES FIGURE GROUND ***

DEFINITION THE ABILITY OF A STUDENT TO PICK OUT AND PAY ATTENTION TO SPECIFIC TACTILE/KINESTHETIC STIMULI THAT ARE MEANINGFUL TO THE DESIRED TASK WITHOUT INTERFERENCE FROM BACKGROUND TACTILE/KINESTHETIC STIMULI.

WHAT DOES IT AFFECT IT MAY AFFECT THE FINE AND GROSS MOTOR MOVEMENTS OF THE STUDENT AS WELL AS THE OVERALL EFFICIENCY AND QUALITY OF MOVEMENT. THE CHILD'S ATTENTION SPAN MAY BE GREATLY AFFECTED.

GENERAL LEARNING APPROACH TEACH THE CHILD THE COORDINATION OF MOVEMENT AFTER S/HE HAS LEARNED EACH SEPARATE MOVEMENT. S/HE CAN GO FROM THE PARTS OF THE MOVEMENT TO ITS WHOLE. TRY TO MAKE THE STUDENT AS COMFORTABLE AS POSSIBLE WHEN DOING ASSIGNED TASKS (I.E. SOFT SEAT, GOOD ROOM TEMPERATURE, DESKS AT PROPER HEIGHT, ETC.). BUILD IN OCCASIONAL MOVEMENT WITH A PURPOSE (I.E. EXERCISES, ERRANDS, ETC.).

Grades K-K
1 TEACH THE HOKEY POKEY AND HAVE THE CHILD WATCH THE TEACHER AND FOLLOW THE DEMONSTRATED AND VERBALIZED MOVEMENTS. ASK THE CHILD WHERE HER/HIS BODY PARTS ARE AND HOW THEY FEEL.

2 TEACH CHILD HOW TO CLIMB MONKEY BARS UTILIZING DIFFERENT BODY PARTS. THE TEACHER SHOULD VERBALIZE THE MOVEMENTS AND THEN ASK THE CHILD HOW IT FEELS TO MOVE ONE BODY PART AFTER ANOTHER.

Grades 1, 2, 3
1 USING SAND, TEACH THE STUDENT HOW TO WRITE THE ALPHABET. PROGRESS TO THE USE OF A PENCIL AND PAPER. VERBALIZE EACH STROKE OF EACH LETTER AS THE STUDENT WRITES. GRADUALLY ELIMINATE THE AUDITORY STIMULI.

2 USING A FEELY BOX WITH DIFFERENT TEXTURED PIECES OF UNIFORM SQUARE SAMPLES, HAVE THE STUDENT MATCH TWO WHICH ARE THE SAME TEXTURE FROM A GROUP OF 5 OR 6.

Grades 4, 5, 6
1 PLACE 3-4 OBJECTS IN THE STUDENT'S HAND. HAVE THE STUDENT EXAMINE EACH OBJECT WITHOUT USING HIS/HER EYES. ASK FOR A SPECIFIC OBJECT AND HAVE THE STUDENT HAND IT TO THE TEACHER.

2 PLACE 3 OR 4 PAIRS OF OBJECTS IN A FEELY BOX AND HAVE THE STUDENT MATCH EACH OBJECT WITH ITS MATE WITHOUT LOOKING AT THE OBJECTS.

Grades 7, 8, 9
1 TEACH THE STUDENT HOW TO SERVE THE BALL FOR VOLLEYBALL, PING PONG, OR TENNIS AND THEN HAVE HIM/HER TEACH ANOTHER STUDENT EACH MOVEMENT THAT IS INVOLVED.

2 TEACH THE STUDENT TO PLAY A SIMPLE TUNE ON THE RECORDER, PIANO, GUITAR, AND THEN TEACH IT TO ANOTHER STUDENT AS S/HE EXPLAINS THE DIFFERENT HAND AND/OR FOOT POSITIONS.

Grades 10, 11, 12
1 HAVE THE STUDENT ROLLER OR ICE SKATE AND LEARN A NEW STEP OR MANEUVER. HAVE THE STUDENT DEMONSTRATE THE STEP OR MANEUVER TO CLASSMATES EXPLAINING WHAT EACH PART OF THE BODY IS DOING.

2 USING A FEELY BOX CONTAINING PAIRS OF VOCABULARY WORDS WRITTEN USING ROUGH OR RAISED LETTERS, HAVE THE STUDENT FIND A MARKED PAIR FROM A GROUP OF 4 OR 5 WORDS.

FOR MORE INFORMATION SEE BIBLIOGRAPHY, SOURCES NUMBERED 13 AND 16.

***OCULAR CONTROL ***

DEFINITION THE ABILITY TO MOVE THE EYES IN AN EFFICIENT AND EFFECTIVE MANNER.

WHAT DOES IT AFFECT. IT MAY AFFECT READING, WRITING, MATH, AND ALL OTHER FINE MOTOR ACTIVITIES WHICH REQUIRE THE EFFECTIVE USE OF THE EYES.

GENERAL LEARNING APPROACH TEACH THE CHILD UTILIZING A MULTI-MODALITY APPROACH WHILE THE OCULAR CONTROL PROBLEMS ARE BEING REMEDIATED. TRAINING IN THIS AREA MUST BE DONE IN COOPERATION WITH A VISUAL SPECIALIST.

Grades N-K

1 PLAY GAMES WITH A LARGE BALL WHICH REQUIRE THE CHILD TO VISUALLY TRACK THE BALL AS THE BALL IS ROLLED ACROSS THE FLOOR.

2 HAVE THE CHILD SIT AT END OF ROOM AND WITHOUT MOVING HIS/HER HEAD, VISUALLY FOLLOW A CLASSMATE AS S/HE WALKS BACK AND FORTH ACROSS THE ROOM.

Grades 1, 2, 3

1 USING THE CHALKBOARD, DRAW A SIMPLE MAZE WITH THE SIDE OF THE CHALK. ASK THE CHILD TO FOLLOW WITH HIS/HER EYES YOUR FINGER OR A SMALL WHEELED TOY AS IT GOES THROUGH THE MAZE YOU HAVE DRAWN.

2 HAVE THE CHILD VISUALLY TRACK A MARSDEN BALL (A 3-4 INCH BALL SUSPENDED ON A STRING FROM THE CEILING) THROUGH VARIOUS EXERCISES.

Grades 4, 5, 6

1 HAVE THE STUDENT PLAY TETHER BALL TO INCREASE HIS ABILITY TO FOLLOW A MOVING OBJECT WITH HIS EYES. START OUT BY PLAYING SLOWLY AND GRADUALLY INCREASE THE SPEED.

2 BOUNCE A BALL FROM ONE, TWO, OR THREE PLAYERS AND HAVE THE STUDENT VISUALLY TRACK THE BALL FROM PLAYER TO PLAYER.

Grades 7, 8, 9

1 PROJECT A MAZE PUZZLE ON THE OVERHEAD PROJECTOR. USING A POINTER, HAVE THE STUDENT FOLLOW THE PATH OF THE IMAGE FROM START TO FINISH.

2 THROWING AND CATCHING ACTIVITIES ARE EXCELLENT OCULAR TRAINING ACTIVITIES.

Grades 10, 11, 12

1 TEAM SPORTS WHICH REQUIRE TRACKING A BALL (I.E. TENNIS, VOLLEYBALL, BASKETBALL, BADMINTON, AND PING PONG) ARE EXCELLENT TRAINING ACTIVITIES.

2 HAVE THE STUDENT CROSS OUT SPECIFIED LETTERS FROM A PAGE OF PRINTED MATERIAL. TRY TO INCREASE THE SPEED OF PERFORMANCE BY TIMING THE STUDENT AND HAVING HIM/HER BEAT HIS/HER OWN RECORD.

FOR MORE INFORMATION SEE BIBLIOGRAPHY, SOURCES NUMBERED 1, 2, 6, 13 AND 16.

***FINE MOTOR CONTROL ***

DEFINITION THE ABILITY OF THE STUDENT TO EFFICIENTLY MANIPULATE THE MUSCLES OF THE HAND AT HIS/HER COMMAND. THE TERM OFTEN INCLUDES THE ABILITY TO CONTROL THE MUSCLES OF THE SPEECH MECHANISM, THE TONGUE, AND THE MUSCLES OF THE EYE.

WHAT DOES IT AFFECT PROBLEMS IN THIS AREA MAY AFFECT THE STUDENT'S ABILITY TO WRITE LEGIBLY AND DO OTHER FORM PRODUCTION TASKS. IT MAY ALSO AFFECT A STUDENT'S SPEECH (WEAK SPEECH PRODUCTIVE MUSCLES). IT MAY ALSO AFFECT READING (POOR BINOCULAR COORDINATION OF THE EYES).

GENERAL LEARNING APPROACH ALLOW THE CHILD TO USE A LARGE PENCIL FOR WRITING AND ALSO UTILIZE WIDE LINED PAPER. EXPOSE THE CHILD TO PEGBOARDS AND OTHER MANIPULATION OBJECTS TO AID IN THE DEVELOPMENT OF FINE MUSCLE CONTROL OF THE HANDS. SPEECH PATHOLOGY AND/OR EYE TRAINING ACTIVITIES UNDER A VISION SPECIALIST MAY ALSO BE NEEDED.

Grades N-K

1 USING STIMULUS CARDS WITH SIMPLE BLOCK DESIGNS, HAVE THE STUDENT REPRODUCE THE DESIGNS WITH BLOCKS OF DIFFERENT SIZES.

2 USING A CLOTH BOOK WHICH CONTAINS A LARGE ZIPPER, BUTTONHOLE AND BUTTON, SNAPS, BELT, AND SHOESTRINGS, ALLOW THE CHILD TO FASTEN EACH OBJECT. PROCEED TO TIMED TRIALS OF THE CHILD'S PERFORMANCE.

Grades 1, 2, 3

1 USING A GEOBOARD OR PEGBOARD AND PATTERN CARDS, HAVE THE CHILD REPRODUCE PATTERNS WHICH REQUIRE THE PLACING OF PEGS IN THE PROPER PLACE OR THE STRINGING OF RUBBER BANDS BETWEEN NAILS.

2 HAVE THE STUDENT CUT OUT PICTURES OF SPECIFIED SUBJECTS OR OBJECTS, AND PASTE THEM IN A SCRAPBOOK.

Grades 4, 5, 6

1 USING A PEGBOARD OR SMALL PARQUETRY BLOCKS, HAVE THE STUDENT REPRODUCE DESIGNS FROM STIMULUS CARDS.

2 HAVE THE STUDENT CONSTRUCT MODELS FROM COMMERCIAL KITS (I.E. CARS, AIRPLANES, SHIPS OR ANIMALS).

Grades 7, 8, 9

1 DO ARTS AND CRAFT PROJECTS THAT RELATE TO A SCHOOL PROJECT (I.E. MAKE WASTE BASKETS FROM ICE CREAM BUCKETS WHICH ARE COVERED WITH ROLLED CATALOG PAGES THAT ARE GLUED TO THE EXTERIOR).

2 LEARN TO PLAY A MUSICAL INSTRUMENT LIKE A BANJO, GUITAR, PIANO, OR SIMPLE RECORDER.

Grades 10, 11, 12

1 IN WRITING CONTENT AREA ASSIGNMENTS, HAVE THE STUDENT ATTEND TO CORRECT FORMATION OF LETTERS AND NUMERALS. TEACH THE STUDENT CALIGRAPHY FOR POSTERS AND LABELING CLASS PROJECTS.

2 HAVE THE STUDENT UTILIZE HIS/HER FINE MOTOR SKILLS BY WORKING ON SMALL COMPONENTS OF ENGINES OR WOODWORKING PROJECTS.

FOR MORE INFORMATION SEE BIBLIOGRAPHY, SOURCES NUMBERED 7, 13, 17 AND 22.

***GROSS MOTOR CONTROL ***

DEFINITION THE ABILITY OF THE STUDENT TO UTILIZE THE LARGE MUSCLES OF THE BODY EFFICIENTLY AND WITH A SENSE OF PURPOSE - INCLUDES RUNNING, SKIPPING, HOPPING, WALKING, DANCING, JUMPING, AND BALANCE.

WHAT DOES IT AFFECT IT AFFECTS THE STUDENT'S ABILITY TO MOVE WITHOUT WASTED EFFORT AND WITHOUT CORRECTION, WILL EVENTUALLY LOWER SELF-CONCEPT. IT MAY ALSO AFFECT A CHILD'S GENERAL ORIENTATION TO HIS WORLD.

GENERAL LEARNING APPROACH BEGIN WITH SIMPLE FUN ACTIVITIES AND PROGRESS TO MORE COMPLICATED ACTIVITIES LIKE GYMNASTICS AND SPORTS ACTIVITIES. ACTIVITIES UTILIZING A BALANCE BEAM, TRAMPOLINE, ROLLER SKATES, AND ROPE JUMPING ARE ALSO EXCELLENT. CALISTHENTICS AND WEIGHT TRAINING MAY ALSO PROVE USEFUL.

Grades K-K

1 PLAY SIMPLE CIRCLE GAMES WHICH REQUIRE WALKING AND MUSICAL AND/OR RHYTHMIC ACCOMPANIMENT (I.E. FARMER IN THE DELL).

2 PLAY FOLLOW THE LEADER WITH THE TEACHER DIRECTING THE ACTIVITY. AS SOON AS POSSIBLE, SWITCH TO CHILD LEADERS.

Grades 1, 2, 3

1 AS THE STUDENT LISTENS TO MUSIC, HAVE S/HE IMITATE THE MOVEMENT OF VARIOUS ANIMALS.

2 USING A LADDER TAPED ON THE FLOOR, TEACH THE CHILD TO HOP TO EACH RUNG. PRACTICE WALKING WITH SMALL AND LARGE STEPS, ALSO.

Grades 4, 5, 6

1 UTILIZE BASIC TUMBLING EXERCISES AND JUMP ROPE GAMES TO WORK ON GROSS MOTOR CONTROL. THE UTILIZATION OF A TRAMPOLINE IS ALSO EXCELLENT.

2 HAVE THE CHILD PLAY GAMES SUCH AS KICKBALL, HOPSCOTCH, OR FOX AND GEESE.

Grades 7, 8, 9

1 SQUARE DANCING, MODERN DANCE, OR DISCO DANCING ARE EXCELLENT GROSS MOTOR ACTIVITIES.

2 HAVE THE CHILD PARTICIPATE IN RACES WHICH UTILIZE RUNNING, THREE LEGGED RACES, OR WHEELBARROW VARIATIONS.

Grades 10, 11, 12

1 TEAM SPORTS AT THE INTRAMURAL OR VARSITY LEVEL PROVIDE NUMEROUS OPPORTUNITIES FOR THE DEVELOPMENT OF GROSS MOTOR SKILLS.

2 MANY GROSS MOTOR SKILLS CAN BE WORKED ON THROUGH THE USE OF AEROBIC AND DISCO DANCING.

FOR MORE INFORMATION SEE BIBLIOGRAPHY, SOURCES NUMBERED 13, 17 AND 20.

***LATERALITY ***

DEFINITION THE ABILITY OF THE STUDENT TO BE INTERNALLY AWARE OF THE TWO SIDES OF THE BODY, THEIR DIFFERENCE, AND HOW TO MOVE EACH SIDE INDEPENDENTLY OF THE OTHER.

WHAT DOES IT AFFECT IT MAY AFFECT FINE AND GROSS MOTOR MOVEMENT OF THE BODY AS THE STUDENT LIMITS HIS MOVEMENT TO ONE SIDE OF HIS BODY OR THE STUDENT MAY NOT DEVELOP A DOMINANT SIDE. THIS IS THOUGHT TO GREATLY AFFECT THE DEVELOPMENT OF DIRECTIONALITY.

GENERAL LEARNING APPROACH THE STUDENT NEEDS TO RECEIVE COORDINATION-TYPE EXERCISES WHICH PROGRESS FROM UTILIZING BOTH SIDES OF THE BODY AT ONCE, TO UTILIZING ONE SIDE OF THE BODY, AND THEN UTILIZING CROSS-LATERAL MOVEMENTS. THE USE OF A BALANCE BEAM OR TRAMPOLINE MAY PROVE USEFUL.

Grades N-K

1 USING A WALKING BOARD (A BALANCE BEAM MADE OUT OF A 2 X4 X12' BOARD) HAVE THE CHILD WALK FORWARD, BACKWARD, SIDEWISE, TURN AND BOUNCE ON THE BOARD.

2 USING A BALANCE BOARD (A FLAT BOARD 16 INCHES SQUARE TO WHICH A SQUARE POST 3 HIGH BY 3, 4, OR 5 INCHES SQUARE IS ATTACHED), HAVE THE CHILD PRACTICE BALANCING ON THE BOARD. PROGRESS BY BOUNCING A BALL WHILE BALANCING ON THE BOARD.

Grades 1, 2, 3

1 USING BALANCE BOARD (A FLAT BOARD 16 INCHES SQUARE TO WHICH A SQUARE POST 3 HIGH BY 3, 4, OR 5 INCHES SQUARE IS ATTACHED), PLAY BEAN BAG TOSS WHILE BALANCING.

2 LYING ON THE FLOOR, HAVE THE STUDENT MOVE HIS/HER ARMS AND LEGS TO MAKE ANGELS IN THE SNOW MOVEMENTS. THIS CAN BE INITIALLY DEMONSTRATED BY THE TEACHER AND THEN ONLY AUDITORY DIRECTIONS MAY BE USED.

Grades 4, 5, 6

USING A BALANCE BOARD (A FLAT BOARD 16 INCHES SQUARE TO WHICH A SQUARE POST 3 HIGH IS ATTACHED. THIS POST VARIES IN SIZE FROM 3, 4, AND 5 INCHES SQUARE. ATTACHMENT IS IN THE CENTER OF BOARD), PLAY CATCH WITH ANOTHER STUDENT WHO IS ALSO BALANCING ON A BALANCE BOARD.

2 INTRODUCE A BALANCING BEAM WHICH IS HIGHER THAN TWO INCHES FROM FLOOR. ASK CHILD TO FOLLOW VERBAL DIRECTIONS, (I.E. WALK FORWARD, BACKWARD, SIDEWISE).

Grades 7, 8, 9

1 STANDING IN FRONT OF BLACKBOARD, DRAW LARGE CIRCLES USING FIRST ONE HAND THEN THE OTHER WITHOUT STOPPING OR REMOVING THE CHALK FROM THE BOARD. THE STUDENT IS TO STAND DIRECTLY IN FRONT OF THE CIRCLE HE DRAWS.

2 STANDING IN FRONT OF BLACKBOARD THE STUDENT IS TO DRAW LINES RADIATING FROM THE CENTER OF THE CIRCLE TO NUMBERED POINTS ON ITS CIRCUMFERENCE AS THE TEACHER CALLS OUT NUMBERS.

Grades 10, 11, 12

1 INTRODUCE GYMNASTIC ACTIVITIES USING THE BALANCE BEAM. HAVE THE STUDENT PERFORM VARIED ACTIVITIES WORKING THROUGH A PROGRESSION FROM SIMPLE TO COMPLEX.

2 HAVE THE STUDENT PERFORM ACTIVITIES ON A TRAMPOLINE THAT REQUIRE CROSS-LATERAL AND UNI-LATERAL MOVEMENTS.

FOR MORE INFORMATION SEE BIBLIOGRAPHY, SOURCES NUMBERED 1 AND 13.

***DIRECTIONALITY ***

DEFINITION. THE ABILITY OF THE STUDENT TO DIFFERENTIATE DIRECTIONS OUTSIDE OF HIS BODY (I.E., RIGHT OR LEFT, FRONT OR BACK, AND UP OR DOWN).

WHAT DOES IT AFFECT. IT MAY AFFECT THE CHILD'S ABILITY TO READ AND WRITE BECAUSE OF THE INABILITY OF KNOWING WHERE TO START (I.E., RIGHT OR LEFT SIDE OF PAGE) WHICH RESULTS IN REVERSALS.

GENERAL LEARNING APPROACH. THE CHILD MUST BE DRILLED IN WHAT SIDE OF THE PAGE IS APPROPRIATE TO BEGIN ON. THE CONCEPTS OF RIGHT, LEFT, TOP, AND BOTTOM MUST BE OVERLEARNED.

Grades N-K

1 HAVE CHILD TRACE HIS/HER RIGHT AND LEFT HAND ON DIFFERENT COLORED PIECES OF PAPER, LABEL THEM, CUT THEM OUT, AND PASTE THEM ON THE BULLETIN BOARD FOR CONSTANT REFERENCE. USE GREEN (GO) FOR THE LEFT HAND AND RED (STOP) FOR THE RIGHT HAND. REINFORCE DOING ALL PAPERWORK FROM THE LEFT (GREEN FOR GO) TO THE RIGHT (RED FOR STOP).

2 USE A BALANCE BEAM AND ASK THE CHILD TO WALK THE BEAM FOLLOWING THE TEACHER'S VERBAL DIRECTIONS (I.E. WALK FORWARD TWO STEPS, WALK BACKWARD ONE STEP, A SLIDE TO THE LEFT, ETC.).

Grades 1, 2, 3

1 PLAY SIMON SAYS WHICH INCLUDES DIRECTIONS FOR RIGHT, LEFT, ABOVE, BELOW, FRONT, OR BACK IN THE REQUEST FOR ACTION.

2 USING THE CHALKBOARD, THE TEACHER PLACES DOTS AT RANDOM ON THE BOARD. THE CHILD DRAWS LINES FROM DOT TO DOT AS INSTRUCTED BY THE TEACHER.

Grades 4, 5, 6

1 DRAW A MAP OF THE PLAYGROUND AND LABEL IT WITH NORTH, SOUTH, EAST, AND WEST DIRECTIONS. ASK THE CHILD TO GO ON A "TREASURE HUNT" FOLLOWING THE WRITTEN DIRECTIONS ON THE MAP.

2 LABEL THE DIFFERENT SIDES OF THE CLASSROOM WITH NORTH, SOUTH, EAST, OR WEST. PLAY GAMES USING THESE DIRECTIONS FOR MOVEMENTS (I.E. "MARY, WALK SOUTH TO TOM").

Grades 7, 8, 9

1 TEACH THE STUDENT SQUARE DANCING OR BALLROOM DANCING. EMPHASIZE THE CORRECT HAND AND FOOT USAGE AND THE PROPER DIRECTION OF MOVEMENT ACROSS THE FLOOR.

2 DO CREATIVE DANCING EXERCISES WHICH ARE DIRECTED ONLY BY THE MOOD, THE MUSIC, AND THE TEACHER REQUESTING MOVEMENTS IN SPECIFIC DIRECTIONS.

Grades 10, 11, 12

1 UTILIZE ART ACTIVITIES THAT REQUIRE PLACEMENT OF OBJECTS IN SPECIFIED, PRE-DETERMINED PLACES. VARY BY GIVING VERBAL DIRECTIONS FOR PLACEMENT OF OBJECTS ON A PIECE OF PAPER.

2 UTILIZING DISCO DANCING, TENNIS, OR ROLLER AND/OR ICE SKATING, VERBALLY INSTRUCT THE STUDENT TO MAKE MOVEMENTS IN VARIOUS DIRECTIONS.

FOR MORE INFORMATION SEE BIBLIOGRAPHY, SOURCES NUMBERED 10 AND 13.

***BODY IMAGE ***

DEFINITION THE ABILITY OF A STUDENT TO KNOW WHAT THE BODY PARTS ARE, WHAT THEY WILL DO, HOW TO MAKE THEM DO IT, AND HOW MUCH SPACE THE PARTS AND/OR THE WHOLE OCCUPY.

WHAT DOES IT AFFECT IT MAY AFFECT THE CHILD'S OVERALL DEVELOPMENT OF MOTOR ABILITIES WHICH, IN TURN, AFFECTS EVERYTHING HE DOES.

GENERAL LEARNING APPROACH THE USE OF BODY PUZZLES, DRAWING BODY PICTURES, TRACING AROUND THE BODY, PLAYING SIMON SAYS, IMITATING BODY MOVEMENT OF OTHERS, AND MOVEMENT EXPLORATION MAY PROVE USEFUL.

Grades N-K

1 HAVE THE CHILD PLAY SIMON SAYS AND HOKEY POKEY, IDENTIFYING VARIOUS PARTS OF THE BODY.

2 HAVE THE CHILD IMITATE ANIMAL WALKS (I.E. WADDLE LIKE A DUCK—MOVE LIKE A SNAKE).

Grades 1, 2, 3

1 HAVE THE STUDENT ACT OUT SPECIFIC ACTIONS OF THOSE THINGS FROM HIS/HER ENVIRONMENT (I.E. A FLOWER SWAYING IN THE WIND, A WAVE CRASHING ON THE SHORE, OR A WASHING MACHINE IN OPERATION).

2 USING A LARGE PIECE OF BUTCHER PAPER, TRACE AROUND THE STUDENT AS HE LIES DOWN ON THE PAPER. HAVE STUDENT FILL IN THE SILHOUETTE WITH CLOTHING AND DETAILS (I.E. HAIR, EYES, JEWELRY, AND ACCESSORIES).

Grades 4, 5, 6

1 UTILIZE MOVEMENT EXPLORATION ACTIVITIES WHICH INCLUDE ASKING THE STUDENT TO MOVE IN SUCH A WAY THAT S/HE CAN EXPRESS HOW VARIOUS SOUNDS OR RHYTHMS MAKE HIM/HER FEEL.

2 HAVE THE STUDENT PANTOMIME AN ACTIVITY OR A THING (I.E. PEEL A BANANA, LIFT A BOX, ACT LIKE A LAWN MOWER).

Grades 7, 8, 9

1 HAVE THE STUDENT PARTICIPATE IN GENERAL PHYSICAL EDUCATION ACTIVITIES WHICH INVOLVE MOTOR COORDINATION.

2 HAVE STUDENT PARTICIPATE IN RHYTHM TYPE ACTIVITIES THAT REQUIRE SPECIFIC MOVEMENTS OF THE BODY IN TIME TO MUSIC.

Grades 10, 11, 12

1 GENERAL PHYSICAL EDUCATION ACTIVITIES SUCH AS SPORTS, GYMNASTICS, GAMES, AND DANCING ARE EXCELLENT FOR DEVELOPING GOOD BODY IMAGE.

2 HAVE THE STUDENT MIME DIFFERENT HAPPENINGS WITHIN HIS/HER ENVIRONMENT.

FOR MORE INFORMATION SEE BIBLIOGRAPHY, SOURCES NUMBERED 1 AND 13.

***REAL WORLD SPACE ***

DEFINITION THE ABILITY OF A STUDENT TO KNOW WHERE S/HE IS IN RELATION TO OTHER PEOPLE, PLACES, OR THINGS. IT IS ALSO THE ABILITY TO EFFICIENTLY MOVE ABOUT IN THE WORLD AND DEAL WITH MOVING OBJECTS.

WHAT DOES IT AFFECT IT MAY AFFECT THE QUALITY OF GROSS MOTOR MOVEMENT AS THE STUDENT MOVES THROUGH A CROWDED ROOM MAY ALSO AFFECT STUDENT'S ORIENTATION AND ABILITY TO FIND CERTAIN LOCATIONS. GAME SKILLS LIKE THROWING AND CATCHING MAY ALSO BE DRASTICALLY AFFECTED.

GENERAL LEARNING APPROACH ALLOW THE STUDENT TO BECOME FAMILIAR WITH HIS SURROUNDINGS BEFORE ASSIGNING ERRANDS. UTILIZE MAPS AND ACTUAL PHYSICAL CLUES WHEN INTRODUCING NEW GEOGRAPHICAL LOCATIONS AND/OR DESTINATIONS. ACTIVITIES INVOLVING OBSTACLE COURSES, THROWING, CATCHING, AND STRIKING MAY ALSO PROVE HELPFUL.

Grades N-K

1 USING AN OBSTACLE COURSE OF DESKS AND CHAIRS OR A COLLAPSIBLE TUNNEL, HAVE THE STUDENT PLAY FOLLOW THE LEADER AND PROGRESS THROUGH THE COURSE.

2 MAKING USE OF SMALL TABLES AND CHAIRS, HAVE THE STUDENT FOLLOW VERBALLY GIVEN AND/OR DEMONSTRATED DIRECTIONS (I.E. SIT UNDER THE TABLE, STAND NEXT TO THE TABLE). GRADUALLY ELIMINATE THE DEMONSTRATION AND RELY ON VERBAL DIRECTIONS ONLY.

Grades 1, 2, 3

1 PLAY SIMON SAYS AND HAVE THE STUDENT FOLLOW DIRECTIONS WHICH REQUIRE MOVEMENT THROUGHOUT THE SCHOOLROOM (I.E. OVER IN THE CORNER, NEAR THE WINDOWS, OR BEHIND THE DOOR).

2 USING LARGE GEOMETRIC FIGURES TAPED TO FLOOR, HAVE THE STUDENT MOVE TO, ON, AND/OR NEAR SPECIFIED SHAPES AS THE TEACHER CALLS OUT DIRECTIONS.

Grades 4, 5, 6

1 GIVE THE STUDENT A MAP OF THE BUILDING WHICH IS WELL LABELED. HAVE THE STUDENT PERFORM ERRANDS USING THE MAP AND WRITTEN AND VERBAL DIRECTIONS. GRADUALLY ELIMINATE THE WRITTEN DIRECTIONS AND THEN THE MAP.

2 AS A SOCIAL STUDIES/MATH PROJECT, ASK THE STUDENT TO CONSTRUCT A SCALED DRAWING OF THE CLASSROOM AND/OR SCHOOL. THIS WILL REQUIRE EXACT MEASUREMENTS FOR WHICH THE STUDENT WILL UTILIZE THE CORRECT MEASURING DEVICES.

Grades 7, 8, 9

1 HAVE THE STUDENT RUN OBSTACLE RELAY RACES ON THE PLAYGROUND AND/OR WALK THROUGH OBSTACLE COURSES IN CLASSROOM OR GYM.

2 AS A MATH PROJECT, ASK THE STUDENT TO RUN AN ESTIMATE AND DRAW A DIAGRAM ON THE AMOUNT OF SPACE NEEDED FOR 50 PEOPLE TO MAKE A JOURNEY ON A BOAT.

Grades 10, 11, 12

1 HAVE THE STUDENT DESIGN A CLASSROOM FOR 10 STUDENTS WHICH INCLUDES THE FURNITURE AND SPACE NECESSARY FOR THE PEOPLE AND THE EQUIPMENT.

2 HAVE THE STUDENT PARTICIPATE IN TEAM OR INDIVIDUAL SPORTS WHICH REQUIRE RUNNING AND SPATIAL JUDGMENTS (I.E. TENNIS, GOLF, BASKETBALL, VOLLEYBALL, OR FOOTBALL).

FOR MORE INFORMATION SEE BIBLIOGRAPHY, SOURCES NUMBERED 13 AND 17.

***PAPER SPACE ***

DEFINITION THE ABILITY OF A STUDENT TO ORIENTATE, ORGANIZE, AND EFFICIENTLY UTILIZE THE AMOUNT OF SPACE ON A SHEET OF PAPER FOR PAPER AND PENCIL TYPE TASKS.

WHAT DOES IT AFFECT IT MAY AFFECT THE LEGIBILITY OF THE STUDENT'S HAND-WRITING AND THE PLACEMENT OF MATH PROBLEMS AND ANSWERS. ALL PAPER AND PENCIL, ART, AND CUTTING AND PASTING TYPE TASKS WILL BE NEGATIVELY AFFECTED.

GENERAL LEARNING APPROACH THE USE OF VISUAL GUIDE LINES, RAISED LINES, TRACING, AND TEMPLATES MAY PROVE USEFUL. EACH OF THE ABOVE FORCES THE STUDENT TO ORGANIZE OBJECTS, LETTERS, OR NUMBERS ON A SHEET OF PAPER.

Grades N-K

1 USING SELF STICKING GEOMETRIC SHAPES, ASK THE CHILD TO PLACE THEM ON A PIECE OF PAPER IN DESIGNATED PLACES (I.E. ON TOP, BOTTOM, OR MIDDLE), IN HORIZONTAL LINES, OR IN DESIGNATED PATTERNS.

2 ALLOW THE CHILD TO CUT OUT PICTURES AND PASTE THEM ON PAPER. REFINE THIS BY ASKING THE CHILD TO PLACE PICTURES IN SPECIFIC PLACES (I.E. PASTE THE TREE ON SIDE OF PAPER, THE BOY UNDER THE TREE, AND THE DOG BESIDE THE BOY).

Grades 1, 2, 3

1 USE FOLLOW-THE-DOT PICTURES WHICH USE A,B,C'S OR NUMERALS TO COMPLETE THE PICTURE.

2 ALLOW THE STUDENT TO COMPLETE SIMPLE MAZES AND THEN PROGRESS TO MORE COMPLICATED MAZES.

Grades 4, 5, 6

1 USING CROSSWORD PUZZLES WHICH UTILIZE SPELLING VOCABULARY, HAVE THE CHILD FILL OUT THE CORRECT CROSSWORD SQUARES.

2 UTILIZING MATH PROBLEMS FROM A MATH UNIT, HAVE THE STUDENT SOLVE THE MATH PROBLEMS AND RECORD THE ANSWERS BY WRITING THEM IN DESIGNATED SPACES. TO BE CORRECT, THE STUDENT MUST RECORD THE ANSWERS IN THE DESIGNATED SPACES.

Grades 7, 8, 9

1 UTILIZING A DIAGRAM FROM A CONTENT AREA, ASK THE STUDENT TO CORRECTLY LABEL THE DIAGRAM.

2 ASK THE STUDENT TO CORRECTLY DRAW A MAP, LABEL A MAP, OR OUTLINE A ROUTE THAT HAS BEEN DESIGNATED BY THE TEACHER.

Grades 10, 11, 12

1 USING GRAPH PAPER, DRAW A SCALED MAP OF THE CLASSROOM WHICH INCLUDES THE FURNITURE, EQUIPMENT, WINDOWS AND DOORS.

2 UTILIZING A DIAGRAM FROM A CONTENT AREA, ASK THE STUDENT TO CORRECTLY LABEL THE DIAGRAM.

FOR MORE INFORMATION SEE BIBLIOGRAPHY, SOURCES NUMBERED 5 AND 13.

***RHYTHM ***

DEFINITION THE ABILITY OF A STUDENT TO MAINTAIN A SUSTAINED UNIT OF MEASURE OR BEAT OVER A GIVEN UNIT OF TIME AND THE ABILITY TO MOVE SMOOTHLY FROM ONE BEAT TO ANOTHER.

WHAT DOES IT AFFECT IT MAY AFFECT GENERAL GROSS MOTOR ACTIVITIES, AND EFFICIENCY AND QUALITY OF MOVEMENT. RHYTHM IS INVOLVED IN ALMOST EVERY ACTIVITY OF SCHOOL (I.E. READING, WRITING, SPEAKING, AND MOVEMENT).

GENERAL LEARNING APPROACH USING ACTIVITIES THAT ARE FUN, BUT FUNCTIONAL, CONCENTRATE ON ESTABLISHING PATTERNS OF RHYTHM IN SPEECH, HAND CLAPPING, WRITING, READING, GROSS MOTOR MOVEMENT, AND FINE MOTOR MANIPULATION.

Grades N-K

1 HAVE THE STUDENT CLAP SIMPLE RHYTHMS TO NURSERY RHYMES.

2 HAVE THE CHILD LISTEN TO MUSIC. AS THE TEMPO CHANGES FROM FAST TO SLOW, ASK THE CHILD TO WALK, RUN, ROLL, JUMP, MOVE ARMS OR TURN AROUND TO CORRESPOND WITH TEMPO CHANGES.

Grades 1, 2, 3

1 HAVE THE CHILD LISTEN TO MUSIC TO WHICH CORRESPONDING ANIMAL WALKS HAVE BEEN IDENTIFIED. ASK THE CHILD TO WALK TO THE TEMPO OR PACE OF EACH SELECTION OF MUSIC AS THE TEACHER CALLS OUT THE NAMES OF SPECIFIC ANIMALS.

2 PLAY BALL BOUNCING GAMES WHICH REQUIRE 1, 2 OR 3 STUDENTS TO BOUNCE A BALL TO A FAST OR SLOW TEMPO WHICH IS SIMULTANEOUSLY BEING CLAPPED BY THE TEACHER OR ANOTHER STUDENT.

Grades 4, 5, 6

1 JUMP ROPE TO DIFFERENT TEMPOS. JUMP ROPE RHYMES CAN BE USED OR A TEMPO CAN BE CLAPPED BY ANOTHER STUDENT OR THE TEACHER.

2 USING RECORDS WHICH DESCRIBE FINGER SNAPPING AND CLAPPING EXERCISES, HAVE THE STUDENT IMITATE THE TEACHER. GRADUALLY, HAVE THE STUDENT USE THE AUDITORY STIMULI ONLY TO PERFORM THE TASKS.

Grades 7, 8, 9

1 USING A PIECE OF MUSIC FROM A MUSIC BOOK, CORRELATE THE WRITTEN NOTES WITH CORRECT TIMING. BEGIN WITH 4/4 TIME AND CLAP OUT THE RHYTHM.

2 USING DRUM STICKS AND A WOOD BLOCK, ALLOW THE STUDENT TO COMPOSE HIS/HER OWN RHYTHM COMPOSITION. THIS COULD PROGRESS UNTIL A SMALL GROUP COMBINES INTO A WOOD-BLOCK CONCERTO.

Grades 10, 11, 12

1 USING THE LATEST HITS, ALLOW THE STUDENT TO DISCO DANCE.

2 ALLOW THE STUDENT THE OPPORTUNITY TO SQUARE DANCE, ROLLER SKATE, ICE SKATE, OR DO CREATIVE DANCING TO MUSIC OF VARYING TEMPOS.

FOR MORE INFORMATION SEE BIBLIOGRAPHY, SOURCES NUMBERED 1 AND 13.

***CLOCK TIME ***

DEFINITION THE ABILITY OF A STUDENT TO PERCEIVE AUDITORILY PARTS OF WORDS, SENTENCES AND SOUNDS TO FORM A WHOLE MEANINGFUL PHONEME OR CONCEPT, TO ANALYZE A WHOLE AUDITORY STIMULUS INTO ITS PARTS, AND TO CONSTRUCT, OR PREDICT, AN IMMEDIATE OR FUTURE LINGUISTIC EVENT (I.E., HERE IS A FOOT HERE ARE TWO———, M-A-N IS MAN).

WHAT DOES IT AFFECT IT MAY AFFECT THE STUDENT'S ABILITY TO LEARN TO READ PHONETICALLY AND TO SPELL. IT MAY AFFECT THE STUDENT'S AUDITORY ATTENTIVE ABILITY AND HIS ABILITY TO EXPRESS HIMSELF IN LOGICAL THOUGHTS, CORRECT GRAMMAR, AND COMPLETE THOUGHTS.

GENERAL LEARNING APPROACH ENCOURAGE THE STUDENT TO IMITATE CORRECT GRAMMATICAL LANGUAGE AND TO MEMORIZE PHRASES AND POEMS. THE USE OF VISUAL CLUES FOR PHONICS TRAINING IS ENCOURAGED.

Grades N-K

1 TEACH THE CHILD A NEW VOCABULARY WORD AND THEN SAY THE WORD WITH A SYLLABLE(S) OMITTED. HAVE THE CHILD SAY THE WORD BACK TO YOU IN ITS ENTIRETY (I.E. BLUEBIRD—BLUE———IRD =———). REVIEW PERIODICALLY WITHOUT SAYING THE WHOLE WORD FIRST (I.E. BLUE———RD =———).

2 TEACH THE CHILD SIMPLE NURSERY RHYMES. AFTER THEY ARE LEARNED, REPEAT THE RHYMES VERBALLY, OMITTING SOME WORD(S). HAVE THE CHILD SUPPLY THE MISSING WORD(S).

Grades 1, 2, 3

1 READ SEPARATELY BOTH PARTS OF A COMPOUND WORD TO THE STUDENT AND HAVE THE STUDENT VERBALLY AND/OR IN WRITING SUPPLY THE WHOLE WORD (I.E. BED—— ROOM = BEDROOM OR TREE——TOP = TREETOP).

2 PRESENT AUDITORILY A SIMPLE SENTENCE IN WHICH THE STUDENT MUST SUPPLY A MISSING WORD WHICH RHYMES WITH A PREVIOUS WORD IN THE SENTENCE (I.E. THE CAT WAS TAN AND HE ATE FROM A———). PICTURES DEPICTING THE SENTENCE MAY ACCOMPANY EACH STATEMENT. EVENTUALLY ELIMINATE THE PICTURES AND USE ONLY VERBAL INPUT.

Grades 4, 5, 6

1 ASK THE STUDENT TO LISTEN CAREFULLY AS THE TEACHER SAYS A SENTENCE WHICH INCLUDES A WORD WITH THE FINAL SOUND MISSING. HAVE THE STUDENT SUPPLY THE MISSING SOUND (I.E. I LIKE TO EA—DINNER).

2 THE TEACHER PRESENTS A SENTENCE WHICH REQUIRES A CORRECT VERB TENSE TO BE SUPPLIED BY THE STUDENT. THE STUDENT LISTENS AND RESPONDS WITH THE CORRECT VERB AND TENSE (I.E. YESTERDAY I———MY BIKE.).

Grades 7, 8, 9

1 HAVE THE STUDENT LISTEN TO SHORT STORIES FROM WHICH THE ENDING IS MISSING. ASK THE STUDENT TO COMPLETE THE STORY VERBALLY AND/OR IN WRITING.

2 USING CONTENT MATERIAL, VERBALLY PRESENT FACTS FROM WHICH VOCABULARY WORDS ARE MISSING. ASK THE STUDENT TO SUPPLY THE OMITTED WORDS.

Grades 10, 11, 12

1 READ SENTENCES TO THE STUDENT WHICH CONTAIN ONE WORD THAT HAS A DISCREPANCY IN IT. HAVE THE STUDENT CORRECT THE INCORRECT WORD (I.E. I WILL SWEEP THE FLOOR WITH THIS BROOK.).

2 READ A PREFIX PLUS WORD ROOT TO THE STUDENT. ASK HIM/HER TO RESPOND VERBALLY AND/OR IN WRITING WITH THE NEWLY FORMED WORD (I.E. UN———HAPPY = UNHAPPY). VARY BY UTILIZING SUFFIXES INSTEAD OF PREFIXES.

FOR MORE INFORMATION SEE BIBLIOGRAPHY, SOURCES NUMBERED 5 AND 8.

***PART-WHOLE REL. - AUDITORY ***

DEFINITION THE ABILITY OF A CHILD TO REFLECT WITH RELATIVE ACCURACY HOW LONG IT TAKES, OR WOULD TAKE, TO DO SOMETHING. IT MAY ALSO BE USED TO REFER TO KNOWLEDGE OF SECONDS, MINUTES, HOURS, A.M., DAYS OF WEEK, MONTHS, AND SEASONS OF THE YEAR.

WHAT DOES IT AFFECT IT MAY AFFECT A STUDENT'S ABILITY TO BE PUNCTUAL, COMPLETE CLASSROOM ASSIGNMENTS, OR HIS CONCEPT OF TENSE, I.E. YESTERDAY, TODAY, TOMORROW. IT MAY ALSO AFFECT A STUDENT'S ABILITY TO RECOGNIZE CLOCK TIME AND/OR CALENDAR TIME.

GENERAL LEARNING APPROACH LET THE CHILD KNOW TASK COMPLETION MUST BE ACCOMPLISHED WITHIN A SPECIFIED AMOUNT OF TIME. TIME EACH TASK WITH AN OVEN TIMER. ASSIGN REALISTIC AMOUNTS OF WORK - EMPHASIZE CALENDAR AND CLOCK TIME AND TENSES (PAST, PRESENT, FUTURE). ESTABLISH A SCHEDULE AND TRY NOT TO VARY FROM IT.

Grades N-K

1 USING A PEGBOARD AND PEGS, ASK THE CHILD TO BEAT THE CLOCK BY PLACING AN ALLOTED AMOUNT OF PEGS IN THE HOLES. THE STUDENT MAY RACE THE CLOCK OR ANOTHER CHILD. THE CHILD MAY BEGIN BY ESTIMATING THE NEEDED TIME AND THEN TRYING TO BEAT THE TIME.

2 TEACH THE CHILD HIS BIRTHDAY AND THE BIRTHDAY OF HIS FAMILY MEMBERS. HAVE HIM FIND THEM ON THE CALENDAR. HOLIDAYS MAY ALSO BE TAUGHT IN THIS WAY.

Grades 1, 2, 3

1 USING A LARGE MANIPULATIVE CLOCK, ASK THE CHILD TO MATCH TIME CARDS, WHICH HAVE IMPORTANT TIMES FOR HIS DAY WRITTEN ON THEM, TO THE HANDS OF THE LARGE CLOCK (I.E. 8 20—SCHOOL BEGINS 11 45—EAT LUNCH OR 3 30—TIME TO GO HOME).

2 ASK THE CHILD TO COPY AS MANY SPELLING WORDS AS S/HE CAN IN A SPECIFIED LENGTH OF TIME. THE RESULTS MUST BE LEGIBLE. HAVE THE STUDENT TRY TO BEAT HIS/HER OWN TIME.

Grades 4, 5, 6

1 PLAY TIME BINGO BY USING PICTURES OF CLOCKS WHICH HAVE VARIOUS TIMES ON THEIR FACES, OR CARDS WITH TIMES WRITTEN OUT.

2 USING THE CALENDAR, ASK THE STUDENT QUESTIONS (I.E. IN WHAT MONTH DO WE FIND THANKSGIVING OR CHRISTMAS COMES IN WHAT MONTH).

Grades 7, 8, 9

1 ESTIMATE THE AMOUNT OF TIME IT WILL TAKE TO COMPLETE AN ASSIGNMENT THE STUDENT ENJOYS. COMPARE THE ESTIMATE WITH THE ACTUAL TIME INVOLVED. HAVE THE STUDENT WORK TO MEET OR BEAT THE ALLOTED TIME.

2 AID THE STUDENT IN FINDING OUT HOW TO ADD MORE TIME TO HIS/HER DAY. HAVE THE STUDENT TIME AND BECOME AWARE OF THE AMOUNT OF TIME IT TAKES TO DO SIMPLE DAILY TASKS (I.E. TEETH BRUSHING OR HAIR COMBING). ADD THE TOTALS AND MAKE DECISIONS ON SHORTENING TIME SPENT ON EACH.

Grades 10, 11, 12

1 ASK THE STUDENT TO BEGIN A TIME MANAGEMENT PROGRAM BY WRITING UP HIS/HER GOALS. BEGIN WITH LONG RANGE GOALS AND THEN MOVE TO MIDDLE RANGE AND NEAR OR IMMEDIATE GOALS. ESTIMATE THE AMOUNT OF TIME INVOLVED IN REACHING EACH GOAL. HELP THE STUDENT SET UP A PLAN TO REACH THE GOALS.

2 HAVE THE STUDENT WRITE UP A TIME SCHEDULE FOR STUDYING WHICH ALLOWS TIME FOR STUDY, BREAKS, OR NECESSARY INTERRUPTIONS. ASK HIM TO COMPARE HIS/HER SCHEDULE WITH HIS/HER ACTUAL DAILY ROUTINE. AS THE STUDENT PROCEEDS THROUGH THE DAY, AID HIM/HER IN REVISING THE SCHEDULE FOR A MORE REALISTIC DAILY ROUTINE.

FOR MORE INFORMATION SEE BIBLIOGRAPHY, SOURCES NUMBERED 3 AND 5.

***PART-WHOLE REL. - VISUAL ***

DEFINITION THE ABILITY OF A STUDENT TO PERCEIVE AN OBJECT AND/OR WORD IN ITS ENTIRETY AND, ALSO, PERCEIVE THE SEPARATE PARTS OF THE WHOLE.

WHAT DOES IT AFFECT IT MAY AFFECT THE STUDENT'S ABILITY TO LEARN TO READ, TO PERCEIVE WHOLE PICTURES AND/OR DIAGRAMS FOR CLASSWORK, AND TO PERCEIVE AND DESCRIBE VISUAL DETAIL, AND TO GIVE AN OVERVIEW OF VISUAL STIMULI.

GENERAL LEARNING APPROACH UTILIZE MULTI-MODALITY APPROACH ALLOWING STUDENT TO VISUALIZE MATERIAL THAT IS SIMULTANEOUSLY DESCRIBED VERBALLY. S/HE TRACES AND/OR POINTS TO DETAILS OR WHOLE FIGURES. GRADUALLY ELIMINATE ALL OTHER INPUT STIMULI EXCEPT VISUAL STIMULI.

Grades N-K

1 SHOW THE CHILD PICTURES OF GEOMETRIC FIGURES WHICH ARE COMPLETE. NEXT, PRESENT PARTIAL FIGURES AND ASK THE CHILD TO MATCH COMPLETE FIGURE WITH ITS CORRESPONDING INCOMPLETE FIGURE.

2 HAVE THE CHILD COPY PARQUETRY BLOCK PATTERN CARDS. USING PARQUETRY BLOCKS, START WITH SIMPLE PATTERNS AND SLOWLY PROGRESS TO MORE COMPLEX ONES.

Grades 1, 2, 3

1 SHOW THE STUDENT PARTIALLY COMPLETED DRAWINGS OF FAMILIAR OBJECTS. ASK THE STUDENT TO NAME THE OBJECTS.

2 PLAY A GAME OF OLD MAID USING CARDS WHICH CONSIST OF PAIRS OF CARDS, ONE WITH A COMPLETE FIGURE ON IT AND THE OTHER WITH A PART OF THE FIGURE.

Grades 4, 5, 6

1 PLAY A GAME OF FIGURE-COMPLETION-DOMINOES USING DOMINOES UPON WHICH PARTS OF FIGURES ARE DRAWN. MATCH THE PARTS TO COMPLETE THE FIGURE.

2 WORK JIGSAW PUZZLES WHILE VIEWING THE COMPLETED PICTURE. THE PUZZLES SHOULD PROGRESS FROM SIMPLE ONES TO LARGER AND MORE COMPLEX ONES.

Grades 7, 8, 9

1 USE PICTURES MADE UP OF LINE DRAWINGS AND IN WHICH THERE ARE HIDDEN OBJECTS. HAVE THE STUDENT FIND THE HIDDEN OBJECTS.

2 USING CONTENT VOCABULARY AND NOTES FROM CLASS, ALLOW THE STUDENT TO READ A PARAGRAPH FROM WHICH THE VOCABULARY WORDS AT THE TOP OF THE PAGE ARE DELETED. HAVE THE STUDENT SUPPLY THE CORRECT WORDS IN THE PROPER BLANKS.

Grades 10, 11, 12

1 USING VOCABULARY WORDS AND A STARTER STATEMENT, HAVE THE STUDENT IDENTIFY ROOT WORDS (I.E. THE ROOT WORD OF MARRIES IS MARRY THE ROOT WORD OF CARRIES IS———).

2 USING PICTURES THAT ARE DRAWN IN A SCRAMBLED MANNER ON A NUMBERED GRID, HAVE THE STUDENT REPRODUCE THE DRAWING ON A CORRESPONDING BLANK GRID TO COMPLETE PICTURE IN ITS CORRECT FORM.

FOR MORE INFORMATION SEE BIBLIOGRAPHY, SOURCES NUMBERED 5 AND 16.

***LANGUAGE DEVELOP.-RECEPTIVE ***

DEFINITION THE ABILITY OF A STUDENT TO RECEIVE AND UNDERSTAND SPOKEN VOCABULARY AND LANGUAGE.

WHAT DOES IT AFFECT IT MAY AFFECT THE STUDENT'S ABILITY TO UNDERSTAND AND FOLLOW ORAL DIRECTIONS. IT MAY ALSO AFFECT THE STUDENT'S AUDITORY ATTENTIVENESS DURING CLASS LECTURES AND/OR DISCUSSIONS AND THE STUDENT'S EXPRESSIVE LANGUAGE.

GENERAL LEARNING APPROACH MAKE AVAILABLE TAPED MATERIAL (OR READ AND DISCUSS WITH THE STUDENT) ABOUT THINGS OF HIGH INTEREST TO THE STUDENT. UTILIZE VOCABULARY WITHIN HIS/HER GRASP OF UNDERSTANDING, YET STILL MEET A CHALLENGE WITH NEW WORDS. INSTITUTE FORMAL VOCABULARY BUILDING LESSONS. MAKE SURE DIRECTIONS ARE GIVEN IN WRITTEN AND VERBAL FORM UNTIL ONLY VERBAL DIRECTIONS CAN BE UNDERSTOOD.

Grades K-K

1 ASK THE CHILD TO LISTEN CAREFULLY AS THE TEACHER READS SENTENCES CONTAINING SOME NONSENSE WORDS. HAVE THE CHILD IDENTIFY THE NONSENSE WORDS THEN CORRECT THE STATEMENT (I.E. THE TREE TALKS).

2 READ OR TELL SIMPLE SHORT STORIES TO THE CHILD. ASK QUESTIONS ABOUT THE STORY AND HAVE THE CHILD ANSWER THEM.

Grades 1, 2, 3

1 PLAY A VERBAL GAME OF 20 QUESTIONS. HAVE THE TEACHER CHOOSE AN ITEM AND THE STUDENT ASK QUESTIONS ABOUT IT UNTIL THE STUDENT KNOWS WHAT IT IS.

2 ASK THE STUDENT TO LISTEN TO DIRECTIONS AS THEY ARE GIVEN AND DRAW A PICTURE BASED UPON THE DIRECTIONS.

Grades 4, 5, 6

1 PLAY A GAME OF YES, NO OR MAYBE. THE TEACHER ASKS QUESTIONS OF THE STUDENT IN ORDER TO IDENTIFY WHAT THE STUDENT IS THINKING ABOUT. THE STUDENT MAY ONLY ANSWER WITH YES, NO, OR MAYBE.

2 VERBALLY PRESENT FIGURES OF SPEECH TO THE STUDENT (I.E. LIGHT AS A FEATHER). ASK THE STUDENT TO EXPLAIN THE MEANING BY WRITING AND/OR VERBALIZING IN A SENTENCE.

Grades 7, 8, 9

1 PLAY A GAME OF VERBAL OLD MAID WITH A DECK OF CARDS CONSISTING OF WORDS AND THEIR ANTONYMS (SYNONYMS, HOMONYMS, AND WORDS WITH THEIR CORRESPONDING MEANINGS MAY ALSO BE USED). THE TEACHER OR A FELLOW STUDENT LOOKS AT THE CARD AND CALLS OUT THE WORD OR DEFINITION AND THE STUDENT RESPONDS APPROPRIATELY.

2 HAVE THE STUDENT DO VERBAL CROSSWORD PUZZLES IN WHICH THE ANSWERS ARE TAKEN FROM WORD LISTS OF CONTENT SUBJECTS.

Grades 10, 11, 12

1 HAVE THE STUDENT LISTEN TO STATEMENTS WHICH REQUIRE MAKING ANALOGIES (I.E. SNOW IS TO WHITE AS GRASS IS TO_____). ALLOW STUDENT TO RESPOND VERBALLY AND/OR IN WRITING.

2 ASK STUDENT TO READ MATERIAL AT HIS/HER INSTRUCTIONAL LEVEL, LISTING ALL UNFAMILIAR WORDS. REQUEST STUDENT TO USE DICTIONARY TO DEFINE WORDS, USE THEM IN SENTENCES.

FOR MORE INFORMATION SEE BIBLIOGRAPHY, SOURCES NUMBERED 5 AND 11.

***LANGUAGE DEVELOP.-EXPRESSIVE ***

DEFINITION THE ABILITY OF A STUDENT TO VERBALLY EXPRESS HIMSELF/HERSELF IN A CLEAR AND CONCISE MANNER APPROPRIATE FOR HIS OR HER OWN CHRONOLOGICAL AGE.

WHAT DOES IT AFFECT THE STUDENT MAY BE SLOW TO RESPOND VERBALLY. THE STUDENT'S SPOKEN GRAMMAR SENTENCE STRUCTURE AND VOCABULARY MAY BE BELOW WHAT IS EXPECTED FOR HIS/HER CHRONOLOGICAL AGE. OTHER CHILDREN MAY TEASE AND MAKE FUN OF THE CHILD WHO MAY WITHDRAW AND AVOID TALKING OR BECOME ABUSIVE.

GENERAL LEARNING APPROACH PROVIDE THE CHILD WITH AMPLE TIME TO RESPOND WHEN CALLED UPON TO RECITE. PROVIDE MOTIVATIONAL ACTIVITIES TO PROMOTE VERBAL SELF-EXPRESSION. WORK ON BUILDING A GOOD SPOKEN VOCABULARY, GRAMMAR AND SENTENCE STRUCTURE. AVOID EMBARRASSING THE STUDENT IN FRONT OF THE CLASS.

Grades N-K

1 USING COSTUMES, MOTHER'S OLD CLOTHES, OR PAPER BAGS MADE INTO COSTUMES, HAVE THE STUDENT PLAY ACT DIFFERENT THEMES SUGGESTED BY THE TEACHER AND /OR FELLOW STUDENTS.

2 HAVE THE STUDENT MAKE PAPER BAG PUPPET CHARACTERS OF A STORY READ BY TEACHER AND THEN RETELL THE STORY. THE PUPPETS MAY BE CONSTRUCTED FROM A VARIETY OF MATERIALS. THE STUDENT MAY ALSO MAKE UP ORIGINAL STORIES.

Grades 1, 2, 3

1 PLACE SEVERAL OBJECTS ON A TABLE AND ALLOW THE STUDENT TO VIEW ALL OF THE OBJECTS BEFORE COVERING THEM WITH A CLOTH. THE STUDENT THEN REACHES UNDER THE CLOTH FOR ONE OBJECT. S/HE MUST DESCRIBE THE OBJECT BEFORE S/HE CAN SHOW IT TO THE CLASS. VARY BY ALLOWING THE STUDENT TO DESCRIBE AN OBJECT WITHOUT NAMING IT AND HAVE THE REST OF THE CLASS GUESS WHAT IT IS.

2 GIVE THE STUDENT PICTURES WHICH SHOW EVENTS HAPPENING IN SEQUENCE. HAVE THE STUDENT VERBALLY DESCRIBE WHAT IS HAPPENING IN STORY FORM.

Grades 4, 5, 6

1 PLAY A WHAT HAPPENED GAME. ONE STUDENT STARTS A STORY WITH A STATEMENT LIKE I WENT TO THE STORE AND_____. THE STATEMENT IS FINISHED BY ANOTHER STUDENT AND THEN EXPANDED UPON BY YET ANOTHER STUDENT UNTIL EVERYONE HAS HAD A TURN.

2 USING COMIC STRIP PICTURES FROM WHICH THE DIALOGUE HAS BEEN REMOVED, HAVE THE STUDENT VERBALLY SUPPLY THE DIALOGUE.

Grades 7, 8, 9

1 PLAY A GAME WHICH REQUIRES SENTENCE CONSTRUCTION. THE TEACHER GIVES THE STUDENT THREE WORDS. THE STUDENT MUST VERBALLY COMPOSE A SENTENCE WHICH UTILIZES AT LEAST TWO OF THE THREE WORDS.

2 HAVE THE STUDENT DRAW A FLOOR PLAN OF HIS/HER HOUSE AND VERBALLY DESCRIBE THE PLAN AND HOUSE.

Grades 10, 11, 12

1 ASK THE STUDENT TO DESCRIBE A SIMPLE TASK (I.E. HOW TO MAKE A PEANUT BUTTER SANDWICH) SEQUENTIALLY AND WITHOUT OMITTING IMPORTANT STEPS.

2 UTILIZING A SMALL GROUP SETTING, ASK THE STUDENT TO DESCRIBE EMOTIONS LIKE FEAR, ANGER, LOVE, HATE, OR JOY.

FOR MORE INFORMATION SEE BIBLIOGRAPHY, SOURCES NUMBERED 5 AND 11.

***CONCEPT FORMATION ***

DEFINITION THE ABILITY OF A STUDENT TO FORM CATEGORIES, GESTALTS, AND MAIN IDEAS FROM PRESENTED MATERIAL, SUBJECTS, OR HAPPENINGS.

WHAT DOES IT AFFECT IT MAY AFFECT ALL SUBJECT AREAS WITHIN THE SCHOOL SETTING. A STUDENT WITH THIS PROBLEM MANY TIMES SEEMS CONFUSED ABOUT DIRECTIONS, HAS TROUBLE FOLLOWING CLASS DISCUSSIONS AND MANY TIMES HESITATES FOR A LONG PERIOD OF TIME BEFORE ARRIVING AT REASONABLE CONCLUSIONS.

GENERAL LEARNING APPROACH THE STUDENT NEEDS PRACTICE IN FORMING CATEGORIES WITHIN HIS MIND. WORK ON THINGS SUCH AS WHAT IS HARD, SOFT, OR FURRY WHAT HAS WINGS, WHEELS, IS MADE OF METAL WHAT THINGS YOU FIND ON A FARM, THE CITY, OR IN A RESTAURANT OR WHAT IS THE SYNONYM OR ANTONYM OF WORDS OR OBJECTS.

Grades K-K
1 ASK THE CHILD TO BRING SOMETHING FOR SHOW AND TELL. EXPLAIN HOW IT FUNCTIONS, AND DESCRIBE IT TO THE CLASS.

2 USING A DECK OF CARDS WHICH CONTAINS MANY ITEMS FROM DIFFERENT CATEGORIES, HAVE THE CHILD SORT CARDS INTO DESIGNATED CATEGORIES (I.E. ANIMALS, CARS, HOUSES, TOOLS, OR CLOTHING).

Grades 1, 2, 3
1 USING A CATALOG, ASK THE CHILD TO PICK OUT AS MANY ITEMS AS HE CAN THAT BELONG TO DESIGNATED CATEGORIES (I.E. FIND SOMETHING THAT IS USED BY PLUMBERS, THAT IS USED IN THE KITCHEN, OR PICK OUT SOMETHING THAT IS HEAVY, LIGHT, SMOOTH OR ROUGH.

2 USING SIMPLIFIED DIRECTIONS FOR AN ART OR TOY MODEL PROJECT, HAVE THE STUDENT MAKE THE REQUESTED OBJECT.

Grades 4, 5, 6
1 USING VERBAL AND/OR WRITTEN DESCRIPTIONS OF ITEMS, CONCEPTS AND/OR SITUATIONS, ASK THE CHILD TO IDENTIFY WHAT IS BEING DESCRIBED.

2 HAVE THE STUDENT READ OR LISTEN TO SPECIFIED PARAGRAPHS AND THEN SPECIFY THE MAIN IDEA, MOOD, AND MEANING OF EACH.

Grades 7, 8, 9
1 USING CONTENT MATERIAL, ASK THE STUDENT TO DRAW AN INFERENCE FROM THE MATERIAL PRESENTED AND RESTATE IT TO THE TEACHER.

2 USING VOCABULARY WORD LISTS FROM CONTENT MATERIAL, HAVE THE STUDENT NAME OR LIST SYNONYMS AND/OR ANTONYMS OF THE WORDS.

Grades 10, 11, 12
1 USING CONTENT MATTER MATERIAL, ASK THE STUDENT TO REPHRASE, IN HIS OWN WORDS, SPECIFIC PASSAGES CHOSEN BY THE TEACHER.

2 USING CONTENT MATTER MATERIAL, HAVE THE STUDENT OUTLINE EITHER VERBALLY OR IN WRITING THE FACTS OF THE PRESENTED MATERIAL.

FOR MORE INFORMATION SEE BIBLIOGRAPHY, SOURCES NUMBERED 5, 11 AND 16.

***ABSTRACT REASONING ***

DEFINITION THE ABILITY OF A STUDENT TO TAKE KNOWN INFORMATION AND GENERATE NEW, ORIGINAL THOUGHTS FROM IT.

WHAT DOES IT AFFECT IT MAY AFFECT THE STUDENT'S ABILITY TO REASON MATHEMETICALLY AND DEAL WITH SIMILARITIES AND/OR DIFFERENCES IN PRESENTED MATERIALS. SUBJECTS AND/OR TESTS CALLING FOR ORIGINAL THOUGHTS WILL PROVE VERY DIFFICULT.

GENERAL LEARNING APPROACH BEGIN INSTRUCTION BY BEING SPECIFIC, SEQUENTIAL, AND EMPHASIZING CONCRETE CHARACTERISTICS AND THEN PROGRESS TO THE MORE ABSTRACT LEVELS OF THINKING.

Grades N-K

1 SHOW THE CHILD PICTURES OF DIFFERENT OBJECTS AND ASK THE CHILD TO TELL YOU HOW THEY ARE ALIKE (I.E. A GLASS OF MILK AND A GLASS OF WATER OR A CAT AND A DOG).

2 ALLOW THE STUDENT TO FINGER PAINT TO MUSIC AND ASK THE STUDENT TO DESCRIBE HIS/HER PAINTING.

Grades 1, 2, 3

1 PRESENT CHILD WITH A VARIETY OF PICTURES AND/OR OBJECTS AND ASK HIM/HER TO PLACE THEM INTO CATEGORIES, WHY THEY WERE CHOSEN, AND WHY EACH PICTURE OR OBJECT WAS PLACED UNDER EACH CATEGORY.

2 HAVE THE STUDENT MAKE A COLLAGE FROM SMALL COD PIECES OF JUNK FOUND AROUND THE HOUSE. ASK FOR AN INTERPRETATION OF THE RESULTANT ART WORK.

Grades 4, 5, 6

1 IN CONTENT AREAS, ASK THE STUDENT TO SOLVE THE PROBLEM OR GIVE CONSEQUENCES TO A WHAT IF SITUATION (I.E. WHAT WOULD HAPPEN IF THERE WERE NO BIRDS).

2 HAVE THE STUDENT DEVELOP A NEW ALPHABET AND WRITE TWO SENTENCES USING THE NEW SYMBOLS. HAVE THE STUDENT SHARE THE MESSAGE WITH A CLASSMATE AND/OR WRITE MESSAGES TO EACH OTHER. A DIFFICULT VARIATION WOULD BE TO MAKE A GAME OF IT AND SEE WHO CAN BREAK THE OTHER PERSON'S CODE.

Grades 7, 8, 9

1 USING WORDS LIKE LOVE, HATE, WAR, ETC., HAVE THE STUDENT LIST FIVE WORDS OR PHRASES THAT DESCRIBE HIS/HER PERSONAL FEELINGS ABOUT THE STIMULUS WORDS. ASK THE STUDENT TO REFLECT HIS/HER FEELINGS IN A DRAWING, PAINTING, OR SCULPTURE.

2 USING 10 ITEMS FOUND OUTDOORS, HAVE THE STUDENT WRITE AN ORIGINAL STORY USING ALL THE ITEMS S/HE SELECTED.

Grades 10, 11, 12

1 ASK THE STUDENT TO DESCRIBE WHAT MIGHT BE THE POSSIBLE DIFFERENT OUTCOMES OF HYBRIDIZATION OF SPECIFIC FRUITS (I.E. CROSSING A PLUM WITH A BANANA OR AN APPLE WITH AN ORANGE). HAVE THE STUDENT DESCRIBE IN DETAIL THE PHYSICAL FEATURES, THE TASTE, THE ODOR, AND THE ADVANTAGES AND DISADVANTAGES OF SUCH A NEW FRUIT.

2 ASK THE STUDENT TO DESCRIBE WHAT HIS/HER LIFE WOULD BE LIKE WITHOUT TODAY'S MODERN MODES OF TRANSPORTATION (I.E. AUTOMOBILES, TRAINS, OR PLANES) OR WITHOUT MODERN INVENTIONS (I.E. REFRIGERATION, ELECTRICITY, OR COMPUTERS).

FOR MORE INFORMATION SEE BIBLIOGRAPHY, SOURCES NUMBERED 5 AND 11.

***PROCESSING ***

DEFINITION THE ABILITY OF A STUDENT TO ANALYZE, STORE, SYNTHESIZE, AND USE INFORMATION SYMBOLICALLY WITHIN A REASONABLE AMOUNT OF TIME.

WHAT DOES IT AFFECT IT MAY AFFECT THE STUDENT'S ABILITY TO GIVE THE PROPER RESPONSE WITHIN THE ALLOTED TIME. THE STUDENT MAY BE SLOW TO RESPOND DUE TO THE AMOUNT OF TIME NEEDED TO RETRIEVE THE REQUESTED INFORMATION FROM HIS MEMORY BANK.

GENERAL LEARNING APPROACH ALLOW THE STUDENT AMPLE TIME TO RESPOND TO QUESTIONS OR COMMANDS. BEGIN WORKING ON TIMED RESPONSES AND COMPLETING REQUESTED COMMANDS IN SHORTER PERIODS OF TIME.

Grades N-K
1 SHOW THE CHILD A PICTURE OF SOME BLOCKS AND HAVE THE CHILD USE REAL BLOCKS TO REPRODUCE THE DESIGN.

2 HAVE THE CHILD WATCH AS THE TEACHER CLAPS A SIMPLE RHYTHM. ASK THE CHILD TO RESPOND AS QUICKLY AS POSSIBLE BY CLAPPING THE SAME RHYTHM. INCREASE THE DIFFICULTY OF THE RHYTHM PATTERN AND/OR REQUEST THE CHILD TO CLAP THE RHYTHM FASTER THAN BEFORE.

Grades 1, 2, 3
1 PLAY A SIMPLE SIMON GAME WHERE THE TEACHER DEMONSTRATES AND VERBALLY GIVES COMMANDS. THE STUDENT IS TO RESPOND AS QUICKLY AS POSSIBLE IN PERFORMING THE REQUESTED COMMAND. THE OBJECT IS TO INCREASE THE RESPONSE AND PERFORMANCE SPEED OF THE CHILD. PROGRESS TO GIVING VERBAL COMMANDS WITHOUT DEMONSTRATION.

2 USING FLASH CARDS WITH MATH FACTS IN THE FOUR OPERATIONS (+,-,X,/), HAVE THE STUDENT VERBALLY RESPOND WITH THE CORRECT ANSWERS. REPEAT THE TASK BY FLASHING THE CARDS AT A FASTER RATE AND ASK THE STUDENT TO RESPOND AT A FASTER RATE. HAVE THE STUDENT TRY TO BEAT HIS/HER PREVIOUS TIME.

Grades 4, 5, 6
1 USING CONTENT AREA VOCABULARY, MAKE A DECK OF CARDS WHICH CONSISTS OF PAIRS OF VOCABULARY WORDS AND THEIR CORRESPONDING DEFINITIONS. ASK THE CHILD TO MATCH DEFINITIONS WITH VOCABULARY WORDS AS RAPIDLY AS POSSIBLE. REPEAT THE TASK AND HAVE THE STUDENT TRY TO BEAT HIS/HER PREVIOUS TIME.

2 FROM CONTENT AREA SUBJECTS, CONSTRUCT A SHORT LIST OF LITERAL QUESTIONS WHICH REQUIRE THE STUDENT TO RESPOND VERBALLY AND/OR IN WRITING. TIME THE QUIZ. REPEAT THE QUESTIONS AND TIME THE RESPONSES. THE OBJECT IS TO INCREASE RESPONSE AND PERFORMANCE SPEED.

Grades 7, 8, 9
1 ASK THE STUDENT TO CONSTRUCT A TANGRAM PUZZLE AS RAPIDLY AS POSSIBLE. TIME THE RESPONSE AND THEN HAVE THE STUDENT RECONSTRUCT THE PUZZLE AND TRY TO BEAT HIS/HER PREVIOUS TIME.

2 UTILIZING A CODE WHICH THE STUDENT AND/OR TEACHER HAS ORIGINATED, HAVE THE STUDENT TRANSLATE A MESSAGE WHICH THE TEACHER HAS PROVIDED. CONTINUE TO UTILIZE THE SAME CODE AND PRESENT THE STUDENT WITH SIMILAR CODED MESSAGES. HAVE THE STUDENT STRIVE TO INCREASE HIS/HER SPEED OF RESPONSE AND PERFORMANCE.

Grades 10, 11, 12
1 UTILIZING A CODE WHICH THE TEACHER AND/OR STUDENT HAS ORIGINATED, HAVE THE STUDENT TRANSLATE A MESSAGE WHICH IS RELATED TO A CONTENT AREA. CONTINUE TO UTILIZE THE SAME CODE AND PRESENT THE STUDENT WITH SIMILAR CODED MESSAGES. TRY TO GET THE STUDENT TO INCREASE HIS/HER SPEED OF RESPONSE AND PERFORMANCE.

2 ASK THE STUDENT TO CONSTRUCT A TANGRAM PUZZLE AS RAPIDLY AS POSSIBLE. WHEN FINISHED, HAVE THE STUDENT TRY TO RECONSTRUCT THE PUZZLE IN A SHORTER LENGTH OF TIME.

FOR MORE INFORMATION SEE BIBLIOGRAPHY, SOURCES NUMBERED 8, 16, AND 18.

***SOCIAL MATURITY ***

DEFINITION THE ABILITY OF A STUDENT TO RECOGNIZE CAUSE AND EFFECT RELATIONSHIPS, ASSUME PERSONAL AND SOCIAL RESPONSIBILITY, AND USE COMMON SENSE, MORAL, AND ETHICAL JUDGEMENT IN DEALING WITH PEERS, ADULTS, AND AUTHORITY FIGURES.

WHAT DOES IT AFFECT IT MAY AFFECT THE WHOLE ASPECT OF THE STUDENT'S PERSONAL AND/OR SCHOOL LIFE. THE CHILD MAY WITHDRAW OR BEGIN TO ACT OUT.

GENERAL LEARNING APPROACH GUIDE THE STUDENT IN CAUSE AND EFFECT RELATIONSHIPS AND LOGICAL CONSEQUENCES FOR BEHAVIOR. ASSIGN MINOR RESPONSIBILITIES TO THE STUDENT AND EXPECT COMMON COURTESY AND ACCEPTABLE BEHAVIOR.

Grades N-K

1 TEACH THE STUDENT THE USE OF PLEASE AND THANK YOU. PLAY MOTHER MAY I WHICH REQUIRES THE USE OF PLEASE BEFORE ANY MOVEMENT IS ALLOWED.

2 ALLOW THE CHILD TO PLAY PRETEND GAMES WITH CLASSMATES WHICH EMPHASIZE GOOD MANNERS. WATCH FOR APPROPRIATE AND INAPPROPRIATE BEHAVIORS. DISCUSS THE ACTIONS WITH THE STUDENT AND/OR CLASS.

Grades 1, 2, 3

1 PLAY A GAME OF WHAT WOULD YOU DO IF IN WHICH THE TEACHER ASKS A STATEMENT OF CONSEQUENCE. ASK THE STUDENT TO COMPLETE THE STATEMENT (I.E. WHAT WOULD YOU DO IF YOU SAW A FIRE ON YOUR NEIGHBOR'S PORCH).

2 ASSIGN A CLASSROOM CLEANUP CHORE TO THE STUDENT AND OBSERVE HIS/HER ATTITUDE AND RESULTANT ACTIVITY. TALK ABOUT THE NEED FOR EVERYONE DOING HIS/HER SHARE OF WORK TO MAKE THE CLASSROOM OR HOME A NICE PLACE TO BE.

Grades 4, 5, 6

1 HOLD CLASS ELECTIONS WHICH REQUIRE CAMPAIGN SPEECHES. HAVE THE STUDENT STRESS HIS/HER OWN QUALITIES AND THE QUALITIES NEEDED BY MEMBERS OF A GROUP. ALLOW THE STUDENTS TO RUN THEIR CAMPAIGN AND ORGANIZE THE CLASS AFTER THE ELECTION.

2 ORGANIZE A PEER TUTORING ACTIVITY WHICH ALLOWS THE STUDENT AN OPPORTUNITY TO HELP A FELLOW STUDENT OR A STUDENT IN A LOWER GRADE.

Grades 7, 8, 9

1 PLAY COMMERCIAL GAMES WHICH REQUIRE FAIR PLAY, COURTESY, AND LOGICAL THINKING (I.E. MONOPOLY, CHECKERS, CHESS, OTHELLO, OR CLUE).

2 ASSIGN THE STUDENT A SPECIAL, UNIQUE TASK WHICH GIVES HIM/HER PART OR WHOLE RESPONSIBILITY FOR TASK COMPLETION. OBSERVE HOW THE TASK IS ACCOMPLISHED AND DISCUSS THE RESULTS.

Grades 10, 11, 12

1 ASSIGN A CIVIC ORIENTED TASK LIKE A VISIT TO THE LOCAL CITY HALL AND AN INTERVIEW WITH A MEMBER OF THE MAYOR'S STAFF. DISCUSS HOW CITIES FUNCTION, WHAT HELPS AND HINDERS PROGRESS.

2 ASSIGN THE STUDENT TO ORGANIZE AND THEN SUPERVISE A GROUP OF FELLOW CLASSMATES TO HELP TEACHERS WITH STUDENTS WHO ARE HAVING PROBLEMS IN THE LOWER GRADES.

FOR MORE INFORMATION SEE BIBLIOGRAPHY, SOURCES NUMBERED 11, 16, AND 20.

***EMOTIONS ***

DEFINITION ABILITY OF A STUDENT TO POSSESS A GOOD SELF-CONCEPT AND FEELING OF SELF-WORTH.

WHAT DOES IT AFFECT IT MAY AFFECT EVERY ASPECT OF THE STUDENT'S PERSONAL AND/OR SCHOOL LIFE. A DEFICIT IN THIS AREA CAN PERMEATE ALL AREAS THAT LEAD TO SUCCESS IN SCHOOL AND LIFE.

GENERAL LEARNING APPROACH BUILD A RAPPORT BETWEEN THE TEACHER AND THE STUDENT. BE AWARE OF THE STUDENT'S EMOTIONAL PACE. STRUCTURE LEARNING SO IT IS SUCCESS ORIENTED. BUILD UPON SUCCESS SO A STUDENT FEELS CONFIDENT ENOUGH TO CONTINUE AND TO TRY NEW TASKS.

Grades N-K

1 TO HELP THE CHILD INCREASE HIS SELF-PERCEPTION AND CONCEPT, HAVE THE STUDENT COLLECT PICTURES OF HIMSELF AT DIFFERENT STAGES OF HIS LIFE. THESE PICTURES COULD INCLUDE FAMILY MEMBERS AND PETS. HAVE THE STUDENT TELL ABOUT THE PICTURES AND HOW HE FEELS ABOUT THEM.

2 TO HELP INCREASE SELF-PERCEPTION AND CONCEPT, HAVE THE CHILD CONSTRUCT A COLLAGE FROM MAGAZINE PICTURES, DRAWINGS S/HE HAS DONE, OR OBJECTS. HAVE THE STUDENT DESCRIBE EACH ITEM IN THE COLLAGE AND HOW IT RELATES TO HIS/HER LIFE OR DESCRIBES HOW S/HE FEELS.

Grades 1, 2, 3

1 USE PLAY THERAPY TECHNIQUES WHICH ALLOW THE STUDENT TO PLAY OUT HIS/HER FEELINGS ABOUT WHAT'S GOING ON AROUND AND INSIDE HIM/HER.

2 USE THE TRANSACTIONAL ANALYSIS TERMINOLOGY FOR REFLECTING POSITIVE AND NEGATIVE STROKES (I.E. WARM FUZZIES AND COLD PRICKLIES), AND ALLOW THE STUDENT TO TALK OUT HIS FEELINGS.

Grades 4, 5, 6

1 USE A MAGIC CIRCLE TENCHIQUE WHICH ALLOWS ALL STUDENTS TO TALK OUT THEIR FEELINGS. TIME IS LIMITED TO A FEW MINUTES FOR EACH STUDENT TO TALK WHILE EVERYONE ELSE LISTENS.

2 TEACH STUDENT TO PLAY CARD GAMES (I.E. OLD MAID, FISH, OR CONCENTRATION) AND HAVE THE STUDENT PAY ATTENTION TO GOOD GAMESMANSHIP AND DISCUSS HOW IT FEELS TO WIN OR LOSE.

Grades 7, 8, 9

1 IN CONTENT AREAS ALLOW THE STUDENT A CHOICE OF ASSIGNMENTS IN WHICH S/HE FEELS CONFIDENT OF SUCESS. LET THE STUDENT CHOOSE THE SUBJECT, THE END PRODUCT, AND THE MEANS OF GETTING THERE.

2 USE ROLE PLAYING TECHNIQUES WHICH ALLOW STUDENTS TO ACT OUT SITUATIONS THAT HAVE BEEN PRESENTED ON A SCRIPT. THE GROUP THEN DISCUSSES WHAT HAPPENED AND WHAT COULD HAVE/SHOULD HAVE HAPPENED AND THE RESULTS OF EACH.

Grades 10, 11, 12

1 MAKE A COLLAGE OF PICTURES AND WORDS WHICH DEPICT EMOTIONS, SUCH AS, ANGER, HATE, LOVE, JOY, OR SADNESS. ASK THE STUDENT TO DESCRIBE HIS COLLAGE AND EXPLAIN WHY S/HE MADE THIS PARTICULAR CHOICE OF EMOTIONS.

2 ROLE PLAY IN SMALL GROUPS OF 3 OR 4 STUDENTS THE EMOTIONS OF ANGER, LOVE, JOY, UNHAPPINESS, SADNESS, JEALOUSY, OR TRUST. WHEN FINISHED, DISCUSS THE QUALITY OF THE ROLE PLAYING, HOW IT FELT TO DEPICT THE CHOSEN EMOTION, AND POSSIBLE ALTERNATE ACTIONS THAT COULD HAVE BEEN USED IN THE DEPICTED SITUATION.

FOR MORE INFORMATION SEE BIBLIOGRAPHY, SOURCES NUMBERED 16 AND 17.

***EXPERIENCE BASE ***

DEFINITION THE ABILITY OF A STUDENT TO PERFORM ON A GIVEN TASK WITH PROFICIENCY AND ACCURACY BECAUSE S/HE HAS HAD EXPERIENCE PREVIOUSLY WITH THE TASK.

WHAT DOES IT AFFECT IT MAY AFFECT EVERYTHING THE STUDENT DOES IN SCHOOL AND/OR HIS/HER PERSONAL LIFE.

GENERAL LEARNING APPROACH CAPITALIZE ON THE THING THE STUDENT CAN DO AND PROGRESS THROUGH IT TO NEW, MORE CHALLENGING TASKS. SUCH THINGS AS FIELD TRIPS, MOVIES, PLAYS, READING, AND DISCUSSION CAN AID IN BROADENING A STUDENT'S EXPERIENCE BASE.

Grades K-K
1 MAKE A VISIT TO THE LOCAL DAIRY, FIRE STATION, ZOO, OR OTHER FACILITY. RETURN TO CLASS AND DISCUSS THE TRIP. PROGRESS BY ASKING THE CHILD TO DRAW PICTURES ABOUT THE TRIP.

2 PLAY SIMPLE NURSERY RHYME GAMES WHICH ALLOW THE CHILD TO ACT OUT THE RHYMES AS THEY ARE BEING VERBALIZED. PROGRESS TO OTHER NURSERY RHYMES AND/OR SHORT POEMS.

Grades 1, 2, 3
1 THE TEACHER AND/OR STUDENT READS A STORY TO THE CLASS WHICH IS DISCUSSED WITH THE IDEA OF PRESENTING A PLAY AND/OR SKIT. THE STUDENT CONSTRUCTS HAND PUPPETS FROM PAPER BAGS AND PRESENTS A SKIT TO THE TEACHER AND/OR CLASS.

2 PLAY COMMERCIAL GAMES WHICH REQUIRE THE STUDENT TO PERFECT HIS/HER THINKING SKILLS (I.E. UNO, OLD MAID, OR CLUE).

Grades 4, 5, 6
1 ASSIGN TO THE STUDENT THE TASK OF VIEWING A T.V. DOCUMENTARY SHOW. ASK THE STUDENT TO SUMMARIZE THE PROGRAM VERBALLY AND/OR IN WRITING THE NEXT DAY IN CLASS.

2 HAVE THE STUDENT GO TO A SHOPPING MALL OR STORE AND OBSERVE THE CLOTHES PEOPLE WEAR. HAVE HIM/HER MAKE A VERBAL AND/OR WRITTEN REPORT ON WHAT WAS OBSERVED AND MAKE SOME CONCLUSIONS BASED UPON THE OBSERVATIONS.

Grades 7, 8, 9
1 ASSIGN THE STUDENT THE TASK OF VIEWING A T.V. NEWSCAST WITH REGARD TO A SPECIFIC TOPIC BEING DISCUSSED IN THE CLASSROOM. ASK THE STUDENT TO MAKE A VERBAL AND/OR WRITTEN REPORT ON WHAT S/HE HEARD THE PREVIOUS NIGHT.

2 HAVE THE STUDENT COMPLETE WORD PUZZLES SUCH AS ANAGRAMS OR CROSSWORD PUZZLES. PROGRESS AS SOON AS POSSIBLE TO MORE COMPLICATED PUZZLES WHICH REQUIRE MORE CONCEPTUAL THINKING. PROGRESS FURTHER BY HAVING THE STUDENT ACTUALLY CONSTRUCT A CROSSWORD PUZZLE AND/OR ANAGRAM.

Grades 10, 11, 12
1 HAVE THE STUDENT WORK TANGRAM PUZZLES WHICH ARE SIMPLE AND RECORD THE TIME NEEDED TO COMPLETE THEM. PROGRESS BY TRYING TO BEAT THE STUDENT'S OWN TIME AND THEN ON TO MORE COMPLICATED TANGRAM PUZZLES.

2 HAVE THE STUDENT COMPLETE WORD PUZZLES SUCH AS ANAGRAMS AND CROSSWORD PUZZLES. PROGRESS TO MORE COMPLICATED PUZZLES WHICH REQUIRE MORE CONCEPTUAL THINKING. PROGRESS TO FINALIZED TASK WHICH REQUIRES STUDENT TO CONSTRUCT A CROSSWORD PUZZLE AND/OR ANAGRAM FROM CONTENT AREA VOCABULARY.

FOR MORE INFORMATION SEE BIBLIOGRAPHY, SOURCES NUMBERED 5, 8, 9, 11, 17, AND

***READING ABILITY ***

DEFINITION THE ABILITY OF A STUDENT TO UNDERSTAND THE MEANING OF THE WRITTEN WORD.

WHAT DOES IT AFFECT IT AFFECTS ALL AREAS OF SCHOOL WORK IN ALL CONTENT AREAS.

GENERAL LEARNING APPROACH A MULTI-MODALITY APPROACH, AN ECLECTIC APPROACH, A HIGH VISUAL APPROACH, OR A PHONICS APPROACH TO READING, MAY BE EFFECTIVE. THE IMPORTANT THING IS TO MATCH THE READING APPROACH TO THE STUDENT'S ABILITIES AND NEEDS.

Grades N-K

1 USING STORY BOOKS WHICH CONTAIN NURSERY RHYMES AND STORIES ACCOMPANIED BY PICTURES, HAVE THE CHILD FOLLOW THE VERBALIZED STORY BY LOOKING AT THE PICTURES AS IT IS READ.

2 USING PICTURES DEPICTING KNOWN NURSERY RHYME, ASK THE CHILD TO PLACE THEM IN PROPER ORDER AND THEN TELL THE STORY.

Grades 1, 2, 3

1 USING SPECIFIC DOLCH WORDS, ASK THE STUDENT TO DRAW A PICTURE DEPICTING THE WORD.

2 AFTER READING AND/OR LISTENING TO A STORY, HAVE THE STUDENT CONSTRUCT PAPER BAG PUPPETS OF THE CHARACTERS AND GIVE A SHORT PUPPET SHOW FOR THE CLASS.

Grades 4, 5, 6

1 AFTER COMPLETING A UNIT AND/OR LESSON IN A CONTENT AREA, HAVE THE STUDENT CONSTRUCT A DIORAMA DEPICTING SOME ASPECT OF THE LESSON.

2 USING ORAGAMI INSTRUCTIONS AND ILLUSTRATIONS, IF NEEDED, HAVE THE STUDENT CONSTRUCT A SPECIFIED PAPER OBJECT.

Grades 7, 8, 9

1 USING MODEL AIRPLANE KITS AND/OR OTHER TYPES OF CONSTRUCTION KITS, HAVE THE STUDENT COMPLETE A MODEL FOLLOWING THE INSTRUCTIONS.

2 USING CONTENT AREA MATERIAL WHICH REQUIRES AN END PROJECT, HAVE THE STUDENT PRODUCE THE PROJECT.

Grades 10, 11, 12

1 UTILIZING CONTENT MATERIAL, HAVE THE STUDENT SUMMARIZE THE PRESENTED MATERIAL INTO A TAPE RECORDER AND/OR MAKE A SHORT PRESENTATION TO A SMALL GROUP.

2 UTILIZING CONTENT MATERIAL, OUTLINE A CHAPTER FROM THE TEXTBOOK.

FOR MORE INFORMATION SEE BIBLIOGRAPHY, SOURCES NUMBERED 3, 14, 16 AND 18.

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***MATH ABILITY

DEFINITION THE ABILITY OF THE STUDENT TO SOLVE NUMERICAL PROBLEMS USING ADDITION, SUBTRACTION, MULTIPLICATION, AND DIVISION, TO REASON ABSTRACTLY, AND CONCEPTUALIZE.

WHAT DOES IT AFFECT IT MAY AFFECT THE STUDENT IN SCHOOL SUBJECTS DEPENDENT ON MASTERY OF ARITHMATIC PRINCIPLES (I.E. MATH, SCIENCE, SOCIAL STUDIES, HOME ECONOMICS, SHOP.)

GENERAL LEARNING APPROACH UTILIZE A MULTI-MODALITY APPROACH TO ARITHMETIC WITH EMPHASIS ON DEVELOPMENT OF BASIC SKILLS. FREQUENT REVIEW BASED ON THE PRINCIPLE OF OVERLEARNING SHOULD PROVE MOST BENEFICIAL TO THE MASTERY OF ARITHMATIC CONCEPTS.

Grades N-K
1 USING CARDS WITH BEADS PRINTED ON THEM IN A CERTAIN PATTERN, HAVE THE CHILD STRING BEADS TO MATCH THE PATTERNS.

2 USING A VARIETY OF MANIPULATIVE MATERIALS (I.E. NUTS, BOLTS, SHELLS, BUTTONS OR BEADS), ASK THE CHILD TO SEPARATE THEM INTO PILES OF SIMILAR OBJECTS.

Grades 1, 2, 3
1 USING A DECK OF CARDS WITH NUMERALS WRITTEN IN PAIRS, HAVE THE CHILD MATCH THE NUMERALS. PROGRESS TO AN ADDITIONAL DECK OF CARDS WHICH HAS CORRESPONDING NUMBERS OF OBJECTS PRINTED ON CARDS. HAVE THE STUDENT MATCH THE NUMBER OF OBJECTS TO THE CORRECT NUMERALS.

2 PLAY CARD GAMES SUCH AS WAR WHERE THE STUDENT WHO ENDS UP WITH THE MOST CARDS IS THE WINNER.

Grades 4, 5, 6
1 PLAY MATH FACTS BINGO WHICH REQUIRES THE STUDENT TO SOLVE THE FACTS IN ORDER TO PLACE THE MARKER. PROGRESS BY INCREASING THE DIFFICULTY OF THE FACTS.

2 USING FOLLOW-THE-DOT WORKSHEETS WHICH REQUIRE COMPUTATION OF MATH FACTS, HAVE THE STUDENT COMPUTE THE FACTS, AND CONNECT THE DOTS TO COMPLETE THE PICTURE.

Grades 7, 8, 9
1 PLAY COMMERCIAL GAMES SUCH AS DOMINOES OR CARD GAMES SUCH AS ROOK WHICH REQUIRE THE STUDENT TO CONTINUALLY COMPUTE FACTS IN ORDER TO WIN.

2 USING A METRIC STICK OR A TAPE MEASURE, PLAY A GAME CALLED MEASURE AND MOVE. THE STUDENT DRAWS A CARD WHICH INSTRUCTS HIM/HER TO MEASURE SPECIFIC OBJECTS. A CORRECT MEASUREMENT ENTITLES THE STUDENT TO MOVE A LIKE DISTANCE AROUND THE GAME BOARD. THE FIRST PLAYER TO REACH THE END IS THE WINNER.

Grades 10, 11, 12
1 PLAY CARD GAMES SUCH AS UNO, HEARTS, AND/OR MICHIGAN RUMMY. ALTER THE RULES SO THAT THE DESIRED MATH CONCEPTS MUST BE DEMONSTRATED TO WIN.

2 PLAY MONOPOLY, STOCKMARKET, AND/OR OTHER COMMERCIAL GAMES REQUIRING MATH AND/OR MONEY CONCEPTS. INCREASE THE DIFFICULTY BY ALTERING THE RULES TO REINFORCE DESIRED NUMBER CONCEPTS.

FOR MORE INFORMATION SEE BIBLIOGRAPHY, SOURCES NUMBERED 4, 12, 16, 18, AND 19.

***SPELLING ABILITY ***

DEFINITION THE ABILITY OF A STUDENT TO CORRECTLY SPELL WORDS ORALLY AND/OR IN WRITING.

WHAT DOES IT AFFECT MAY AFFECT THE STUDENT'S ABILITY TO SPELL IN CLASSROOM ASSIGNMENTS, REPORTS AND SPELLING TESTS.

GENERAL LEARNING APPROACH MULTISENSORY APPROACH WILL USUALLY REACH ALL STUDENTS SAYING THE WORD, ALLOWING HIM TO VIEW IT, WRITING IT, AND THEN SPELLING IT FROM MEMORY. PLANNED REVIEW OF ESSENTIAL WORDS WOULD SEEM APPROPRIATE. DICTIONARY SKILLS ARE ESSENTIAL.

Grades N-K

1 USING A CARD UPON WHICH TWO OR MORE OBJECTS ARE DRAWN, THE TEACHER SHOWS AND NAMES THE OBJECTS ON THE CARDS, REMOVES THE CARD FROM SIGHT, AND ASKS THE CHILD TO REPEAT WHAT WAS ON THE CARD. AS PROGRESS IS MADE INCREASE THE NUMBER OF OBJECTS ON THE CARD, REQUIRE THE PROPER SEQUENCES, AND REMOVE THE AUDITORY STIMULI.

2 USING CARDS UPON WHICH OBJECTS, NUMBERS, OR LETTERS ARE WRITTEN, PRESENT TWO OR MORE CARDS TO THE CHILD. HAVE THE CHILD TURN AWAY. REMOVE ONE OF THE PRESENTED CARDS AND ASK THE CHILD TO LOOK AGAIN AND NAME THE MISSING CARD. PROGRESS BY INCREASING THE NUMBER OF CARDS.

Grades 1, 2, 3

1 CONSTRUCT ANAGRAMS WHICH WILL UTILIZE DOLCH WORDS, SPELLING WORDS, AND/OR SIMPLE CONTENT AREA VOCABULARY WORDS. HAVE THE STUDENT COMPLETE THE ANAGRAM.

2 CONSTRUCT CROSSWORD PUZZLES WHICH WILL UTILIZE SPELLING VOCABULARY LISTS AND/OR CONTENT VOCABULARY WORDS. HAVE THE STUDENT COMPLETE THE PUZZLES.

Grades 4, 5, 6

1 USING A LONG WORD, HAVE THE STUDENT MAKE AS MANY SMALLER WORDS FROM IT AS S/HE CAN (I.E. ALLIGATOR=ALL, GRILL, GILL, LAG, TAG, ETC.).

2 PLAY SPILL AND SPELL, JUNIOR SCRABBLE, AND OTHER COMMERCIAL GAMES REQUIRING SPELLING.

Grades 7, 8, 9

1 USING SPELLING WORDS AND/OR VOCABULARY WORDS FROM CONTENT AREAS, HAVE THE STUDENT CONSTRUCT SIMPLE CROSSWORD PUZZLES.

2 USING VOCABULARY WORDS FROM CONTENT AREAS, CONSTRUCT ANAGRAMS AND ASK THE STUDENT TO COMPLETE THEM.

Grades 10, 11, 12

1 USING VOCABULARY WORDS FROM CONTENT AREAS, WRITE A CORRECT AND AN INCORRECT VERSION OF THE WORD. ASK THE STUDENT TO CIRCLE THE CORRECTLY SPELLED WORDS.

2 USING VOCABULARY WORDS FROM CONTENT AREA, HAVE THE STUDENT WRITE A SHORT PARAGRAPH WHICH INCLUDES EACH WORD.

FOR MORE INFORMATION SEE BIBLIOGRAPHY, SOURCES NUMBERED 4, 12, 16, 18, AND 19.

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